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ABSTRACT

This exhaustive treatment of sex equity in education is designed to provide background on and insights into the sex equity in education movement as well as information and strategies for developing the skills needed to carry out the mandates of Title IX. The book includes a discussion of the legal aspects of Title IX, of procedures for implementing the law, and of the handling of negative public attitudes, financial support, instructional materials, and human rights issues. In addition, it addresses the specific concerns and roles of administrators, community members, counselors, instructional personnel, media specialists, physical education teachers, postsecondary personnel, student activity directors, and vocational educators. Specific issues, target populations, projected outcomes, change strategies, constraints, suggested action, and resources are identified for each group. Finally, the book lists human, nonprint, and print resources available to those interested in sex equity in education. (Author/WD)

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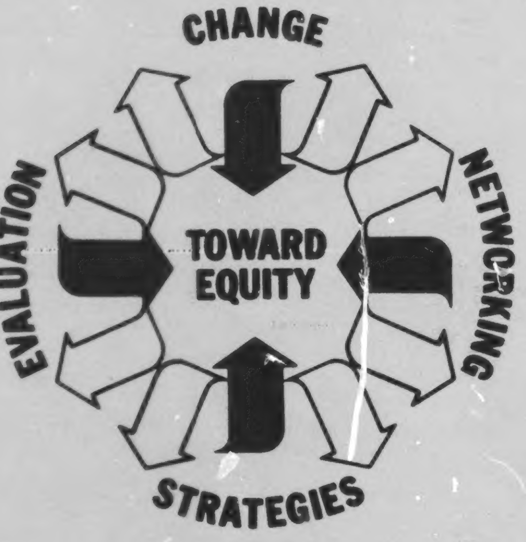

Effective Title IX Strategies K–Postsecondary

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PREFACE

This book has been prepared by the California Coalition for Sex Equity in Education (CCSEE-II) as the product of a training conference held as part of a small grant contract award (#G007702865) made by the Women's Educational Equity Act (WEEA) Program in 1977-78 under the auspices of the U.S. Office of Education, Department of Health, Education and Welfare (DHEW). The book is designed to:

- Provide basic insights into the equity movement in general, and the sex equity in education movement in specific;
- Present information and strategies for developing basic skills in the areas of change, networking, and evaluation;
- Answer the fundamental questions one might ask when delving into Title IX;
- Offer suggested strategies, techniques, action steps and resources which, when successfully implemented, could help various target groups achieve desired outcomes related to specific issues;
- Summarize available resources--human, nonprint, and print--which could be used in moving toward equity;
- Aid the readers in developing summative skills by providing a battery of real-life case studies for analysis; and
- Provide conclusions which offer observations and possible future directions for each and all of us who wish to move TOWARD EQUITY.

The CCSEE was formed in 1976 by three major organizations in California. ACSA (Association of California School Administrators), Project SEE (the California State Department of Education's Office for Sex Equity in Education), and Project Equity (a Title IV Civil Rights Act Training Institute located at California State University, Fullerton) joined together in order to coordinate their efforts in helping the educational institutions in California and Region IX work toward the achievement of sex equity.

Having designed a model which called for (1) the development of a cadre of trainers who could in turn conduct effective training throughout the region; (2) the development of a strategies notebook which addressed the specific needs of educational staffs and their clients; (3) the application of these resources (human, print, and nonprint) to the various power-base groups found in educational settings; and (4) the development and dissemination of models which represent the most effective methods for achieving equity, the coalition sought additional funding to support the implementation of this master plan.

In 1976, CCSEE-I won a subcontract from the Resource Center on Sex Roles in Education to assist in the fulfillment of a WEEA contract held by the Council of Chief State School Officers (CCSSO) which called for the application of a sophisticated training model throughout the nation. CCSEE-I conducted a training of trainers conference in San Francisco which successfully prepared 517 school, community and student representatives from throughout Region IX to deliver effective Title IX leadership of a both generic and specific nature.

In 1977, CCSEE-II won a small WEEA grant to further train successful Title IX leaders/advocates and to develop a strategies notebook worthy of national dissemination. Approximately 150 persons from throughout Region IX met in San Diego to receive training in the areas of problem solving, implementing change strategies, building networking skills, and designing/implementing effective evaluation and monitoring practices. Further time was provided for brainstorming and the sharing of success stories as well as areas of frustration which still needed resolution. This book is an outgrowth of that conference and the result of further concerted effort on the part of the principal writers/editors and contributing writers/editors/reviewers listed in the credits of this book.

In 1978, CCSEE-III received a large grant from WEEA to conduct a two-year research study which calls for the application of these resources (human, print, and nonprint) to the various educational and community power-base groups so as to enhance the achievement of equity. It has been well documented in other federally supported grants and research literature that paper does not make people change . . . people make people change. It is the contention of CCSEE personnel, however, that the people who can make people change need appropriate resources as models for consideration/reflection and as sources for alternative decisions. The application of a systematic process for problem identification and problem solving to the identified innovators and opinion leaders who make up the human power base in an educational setting could cause these individuals to become practicing advocates who could initiate and monitor the efforts made to obtain sex equity.

Thus, TOWARD EQUITY: EFFECTIVE TITLE IX STRATEGIES, K-POSTSECONDARY, is one component in the ongoing efforts of the California Coalition for Sex Equity in Education. This book can be used as a vehicle for improving one's knowledge, attitudes, and skills in sex equity and, further, it can be used to enhance skills in the general areas of change, networking, and evaluation. The process of reconciling issues so as to move toward desired goals is a recognized reality for all educational efforts in these days of accountability and increased mandates from all people. This book can help as individuals or groups of individuals move TOWARD EQUITY.

January 1979

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TOWARD
EQUITY

CHAPTER I

INTRODUCTION

"Sex Equity - An Evolutionary Reality!"

Our present quest for sex equity is not a new development, nor is it independent of other forces in our society. Our current understanding of the concept of sex equity and of the strategies we can use to achieve sex equity is the result of a series of evolutionary steps in our thinking--steps taken by ourselves and others. In order to comprehend the possibility of achieving sex equity in the lives of everyone in our society, it is essential to identify these critical evolutionary steps and to delineate some of their implications. In this chapter we offer one formulation of the evolution of sex equity, outline some implications of this evolution, and suggest some guidelines for the future.

What are these evolutionary steps? Three major areas of change and evolution have made possible the movement toward sex equity in education. These areas are: (1) the social and economic structure of our society, (2) the legal principles related to discrimination, and (3) educational theory and practice.

Evolution in the Social and Economic Organization of Our Society

Most people are familiar with the statistics that reflect the vast social changes that are occurring in the lives of women and men in our society, but the implications of these statistics may not be readily apparent. As our society has changed from an agricultural one to an industrial and technological one, there has been an evolution of the roles of women and men in the society. At least four major changes have occurred in the roles of women:

1. Women are entering the paid work force at an increasing rate.

   Today 55 to 57 percent of all women between the ages of 18 and 64 work outside the home, and they make up 41 percent of the total labor force. The participation of women in the labor force is remarkable when we consider that in 1900 virtually no married, white women worked outside the home. Today women in the paid work force represent the whole range of the female population of the United States in age, race, and number of children. It is important to note that some groups of women, such as black women and poor women, have long had to work outside the home to ensure their own survival and that of their children. The increases in the percentages of white women working outside the home have occurred more recently.

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*Adapted from remarks presented at the CCSEE-II Conference in San Diego, California, on April 24, 1978, by Dr. Shirley D. McCune, Director, Resource Center on Sex Equity, Washington, D.C.

Eli Ginsberg has gone so far as to call the increase in the number of women in the work force "the single most outstanding phenomenon in our century. Its long-range implications are unchartable . . . It will affect women, men, and children, and the cumulative consequences . . . will only be revealed in the twenty-first and twenty-second centuries."

2. Women are increasingly better educated.

   One step in the evolution of our educational system is the increasing participation of women in education at all levels. Today women in the United States complete an average of nearly 11 years of school, about the same number of years that men complete. Through the four years of undergraduate education, about half the students are women. Although black women and women in other minority groups once participated in education at lower levels than white women, the differences in participation rate between minority women and white women have gradually decreased.

3. Women are having fewer children.

   The birthrate and the size of families in the United States have steadily declined until today our country has reached a zero population growth level.

4. Women are more likely to be the heads of households.

   The number of female heads of households has steadily increased as a result of changing concepts of alternative lifestyles. Changing economic opportunities and changes in the ways we view marriage, divorce, and remaining single have resulted in increasing numbers of households headed by females.

The implications of these changes may become real when we think about our own families. Among the readers of this book, few of our grandmothers worked outside the home, some of our mothers worked outside the home, but most of our daughters will spend a major portion of their adult lives working outside the home. Similarly, we are likely to find considerable contrasts between our grandmothers and ourselves with respect to the number of years of school completed, the number of children borne, and the number of women heading households.

Just as women have experienced changes in their lives, so have the lives of men changed. As women have moved into the paid labor force, men have had less responsibility for the financial support of their families. Men have also assumed more responsibility for household work and child care. As the economic needs that formerly helped sustain marriage have lessened, greater attention has been focused on the emotional and psychological values of marriage.

The social and economic evolution has for the first time in history created a situation where sex equity is possible. As women's and men's roles have changed, a philosophy of the potential roles of women has been developed. This philosophy has grown mainly out of the two major feminist social movements in our nation's history. Although there have always been feminists, or persons who advocated women's rights, only twice in the history of the United States have forces converged to produce a large-scale social movement.

The first women's movement was a comparatively long series of struggles to increase women's rights. It continued throughout the period from 1849 to 1920. It is interesting to note that the early leaders of the first women's movement were teachers, and that some of the major goals and successes were in achieving women's rights to obtain education. They achieved an amazing number of rights: to obtain a public school education and higher education, to divorce, to own property, to have custody of children, and of course, to vote. Acquisition of these rights for women followed many of the reforms of the first large civil rights movement in this country; perhaps one reason why both the civil rights movement and the women's rights movements ebbed for a while was that once the right to vote was obtained, the reformers assumed that social and economic barriers to equality would fall as time progressed.

The beginning of the second women's movement is usually dated at 1963, the year when three important events happened: a housewife wrote a book (Betty Friedan wrote The Feminine Mystique), a national feminist organization was founded (the National Organization for Women), and President John Kennedy established the Commission on the Status of Women. Since then, we have seen the growth of a large women's movement in this country and the identification of women's issues and of advocates for women. The evolution of the economy and of our social values and conditions has provided the opportunity to seek sex equity and to form groups for advocacy and support. It is important, however, to examine two other areas of evolution in order to understand how sex equity can be achieved in education.

Evolution in the Legal Principles Related to Discrimination

The second major evolution is in our changing legal concepts of justice and of discrimination. The legal formulation of justice in our society has moved from a relatively narrow reliance upon the codification of the practices of the past to a more general consideration of the facts that impinge on the question. The criterion of fairness to all parties concerned is being used increasingly to determine legal questions.

The evolution of the definition of discrimination is an excellent example of the changing legal concepts. Until the Griggs decision in 1963, the primary standard required to demonstrate discrimination was the intention to discriminate. This meant that a person who had been discriminated against had to prove a deliberate intention to discriminate on the part of the person who discriminated against him or her. The Griggs decision proposed an alternative standard--the outcome or impact of the alleged discriminatory action. It is no longer necessary to prove a deliberate intention to discriminate. The Griggs decision opened the way for a new treatment of cases of alleged sex discrimination. Arguments about the "natural order of things" cannot be used to hide an intention to discriminate; one must consider the outcome of an action or practice regardless of the intent.

A related evolution in the application of the law is found in the effort to desegregate schools on the basis of race. The Civil Rights Act of 1964 dealt with issues of both race and sex discrimination in employment (Title VII) but only with race discrimination in education (Title VI). It is important to remember that the primary context for understanding discrimination in education was the elimination of schools that were supposedly separate but equal. As a nation we came to understand how separate schools failed to provide equal education for different races; but only after years of effort to eliminate the dual systems of education based on race did we realize that dual systems could be maintained within schools by the differential attitudes, expectations, and behaviors of teachers and staff members even though the schools were integrated. The understanding of how separate educational programs could be sustained for minority students enabled us to see how separate and different educations were being provided to students on the basis of sex.

The growth of the legal principles of justice, as well as our understanding of educational discrimination, is the second major evolution that has facilitated sex equity.

Evolution of Educational Theory and Practice

The third area of evolution that has facilitated the achievement of sex equity is educational theory and practice. As we have tried to improve educational systems, we have become aware of inequities in the systems and of the steps necessary to eliminate the inequities. For example, the application of personnel management principles in education agencies has created the need for comparative analyses of employment data and the means to conduct such analyses. Far too often we have been able to document differential treatment of employees on the basis of sex. By applying sound principles of personnel management, we can identify and eliminate discrimination.

In the instructional process, the application of content analysis and curriculum principles has enabled us to identify bias and then develop curriculum materials and instructional methods that are free of racial and sexual bias.

Sex equity is consistent with educational reform and professional goals. It provides a means of improving services to students of both sexes and helps to ensure that the most talented and skillful personnel provide these services to students. Sex equity is in the educational mainstream.

Educational Implications

These three areas of evolution--social and economic, legal, and educational--have made possible a movement for educational equity. The implications of this movement are numerous. Among the implications that we must consider are the following:

1. It is imperative that we continually monitor and analyze the social and economic changes in the lives of women and men in our society. By acknowledging the current conditions and accurately predicting the changes to come, we will be able to anticipate to a great extent the needs of the students who are now in school. While it is not possible to predict the future precisely, at the very least we must help students deal with planning for careers.

Girls need to know that:

- Whether or not they marry or have children, they will probably be working for pay outside the home for a large part of their lives.
- They may need to support themselves and their children or contribute to the family's income.
- Unless they prepare for paid work by deciding on an occupation that interests them and by obtaining the necessary education and training for it, they are more likely than males to be limited to low-paying jobs that may not be interesting or provide opportunity for advancement.

Boys need to know that:

- If they marry they may not be the only person in the family who works for pay outside the home.
- They are likely to share responsibilities in the home for cooking, cleaning, and caring for children.
- Sharing work inside and outside the home provides benefits for both males and females: males have the opportunity to assume greater career risks and to work in areas that once were stereotyped as appropriate only for females.

All students need to know that:

- Traditional ideals about work, leadership, and social roles are no longer realistic and are changing; both females and males can assume nearly any role if they are given adequate preparation and opportunity.
- Female and male students should investigate the range of opportunities available and should prepare for careers.
- It is their right to receive fair consideration and treatment in school and in employment.

2. A second consideration is that we need to extend our understanding of feminism and our communications with women's groups. Sometimes women or men educators say something like, "I'm not really a feminist; I'm for all people." This statement indicates a need to separate feminist concerns from humanist goals. Actually, most people who are feminists are also humanists. Until sex equity is achieved, it will be necessary to promote feminism as a necessary evolutionary step toward humanism. When men and women pursue feminist goals, they usually are aware of the needs of both males and females. Being a feminist involves delineating the issues and recognizing inequities while at the same time working toward an equitable education system and society.

3. Third, we must be guided by the evolving legal principle that the ultimate outcome of an educational program is the basis upon which to organize and operate nonsexist schools. This criterion must be used to eliminate other forms of discrimination, too, whether on the basis of race, national origin, or handicap. Advocates of equity on the basis of sex, race, national origin, and handicap make similar efforts and should do everything possible to build linkages among our efforts and to facilitate collaborative action. The goal that unites us is providing for the needs of all students.

4. Lastly, educators must accept the responsibility to apply the tools of our trade--our knowledge and teaching skills--to helping others learn. We should work for sex equity in our classrooms and elsewhere on the job, but also offer information and assistance to others. We should move beyond taking responsibility for ourselves alone and provide the leadership for others that is necessary to achieve sex equity. If we are to help our colleagues work for sex equity, it will be necessary to do the following:

    - Help others move from the general to the specific. Many people are in favor of sex equity, but they need to know what concrete changes in behavior will promote sex equity.

    - Help others move from the individual to the systemic. Often we think that if we make changes in our own classroom or school, sex equity will be achieved. Widespread change is not likely, however, unless changes are made in policies, curriculum guides, system-wide programs, and elsewhere. Change must be accomplished in the classroom, the school, the district, the state, and in federal education agencies.

This book, TOWARD EQUITY: EFFECTIVE TITLE IX STRATEGIES, K-POSTSECONDARY, is an important tool for educators and others to use in furthering the evolution of equitable education and opportunities for all students. TOWARD EQUITY tells how change can be promoted and accelerated, illustrates many strategies for change, provides exemplary case studies for analysis and comparison with one's own experiences, indicates how networking can offer support and encouragement to the people who are implementing change, and cites ways to provide effective monitoring and evaluation for all of the processes. It is hoped that readers of this book who follow even a few of its recommendations will be able to claim credit for helping to make sex equity an evolutionary reality.

TOWARD EQUITY

CHAPTER II

BUILDING BETTER SKILLS

Once the fact that a movement TOWARD EQUITY as an actual evolutionary reality is accepted, it then becomes necessary for advocates who wish to encourage its expeditious and widespread infusion into the ongoing educational processes to develop/increase their skills in the basic areas of change, networking, and evaluation. As pointed out in a yet unpublished document by the Resource Center on Sex Equity entitled MULTICULTURAL HANDBOOK, change requires fulfillment of certain factors. These are:

1) To change the societal and organizational culture, an educational strategy is paramount.

2) To change the societal and organizational power, political coalitions are critical.

3) To challenge the policies and practices of the society or the organization, one needs clear vision, political clout, and administrative competence.

4) To assure that resources are being equitably allocated, close monitoring, enforcement, and evaluation are needed.*

Thus, skills in planning the overall effort, developing strategies to carry out the plan, formulating effective networks which include empowered individuals who will implement the plan, and monitoring/evaluating the success/failure of the activity(ies) are all essential if change is to occur, if one or a group is to move TOWARD EQUITY. The following chapter provides baseline data and sex equity insights which could help in the development of such needed skills.

Learning about the nature of the change processes, applying a problem-solving model to the issue of achieving sex equity, and considering a bank of strategies for use in the implementation of a change process are all part of what is offered the reader in the change portion of this chapter.

Moving through the multidimensional concepts of networking, so that an empowered model for change can become a plausible alternative for an individual or for groups of individuals, is the central focus of the networking section of this chapter. Readers can query the I-WE-US structure and then decide about their own potential for constructing or using existing appropriate networks/coalitions.

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*Emphasis added.

Lastly, steps for planning systematic programs which include an evaluation design are offered for consideration. Effort is made to stimulate the reader to consider the use of a comprehensive evaluation design so all progress is documented, all needs uncovered, all processes made creditable, all products valid, and context issues/discrepancies resolved.

All of the basic skills presented include analogous references to the movement TOWARD EQUITY. All advocates for equity should master these basic skills in order to effect change, build meaningful networks, and document the progress made.

TOWARD EQUITY

Change

Change is a constant in the world of education. Schools change either by deliberate design or by whim or fate. In the past, the management of change was based largely on the application of intuition or "seat of the pants" strategies. Today, however, it is felt that the change process can become more systematic by integrating social science research and the experiences of practicing "change agents" into the planning phase of all operations.

In order to understand the change process within educational organizations, at least three things are needed:

1. a perspective on how individuals and organizations are interrelated in achieving change;
2. familiarity with strategies which can be used to cause and support educational change (Note: These strategies would include the role of innovators, opinion leaders, and change agents, the dynamics of organizational change, and the effects of the evaluation process - see Chapter IV of this book for examples); and
3. practical experience in the dynamics of educational change, gained either from actually administrating a changing institution or from analyzing case studies of actual attempts to change educational organizations (see Chapter VI for sample case studies related to sex equity).

Overview

At the outset, the most important consideration in the change process is to clarify or underscore a basic premise about change in educational organizations. That is, whatever the issue--sex equity or the mastery of basic skills or the adoption of new budget criteria--educators should be in the business of building flexible organizations that are responsive to the immediate environment of the school and community and to the larger environment of the state and nation. Educators must think of staffing organizations with persons who possess expertise and then providing them with the needed resources which could facilitate effective long-range problem solving. In this way, educational organizations will not be primarily in the business of "disseminating new products" or "putting out fires" but instead will be about the business of creating organizations which have a built-in capacity for assessing needs, creating viable alternatives, and taking progressive action.

Once this positive perspective is adopted, then one can begin thinking about how to further promote or support an environment conducive to change. To do this, one must first understand how change takes place.

The Change Process

Basically an individual or group of individuals must change before change can be evident in the larger organizational structure. All change, however, usually follows three basic steps:

1. that of invention;
2. that of adoption/adaptation; and
3. that of diffusion or assimilation.

Invention is the process of developing new ideas and procedures for an individual or organization. In education, this can mean the development of new curriculum ideas, procedures for teaching, or new methods of organization which are usually the result of efforts made by various federal laboratories or centers. The essence of invention is that a new procedure has been developed that was not previously available. It is rare indeed, however, to really develop new products or procedures. Rather, old ones are adapted or existing knowledge is extended and organized into a new form. Thus, the term "invention," as it is used here, implies the recognition of a need to change and the development of alternative methods to satisfy the needs which are perceived by the individual or group of individuals.

Once these inventions are formed, then individuals adopt this knowledge or process in its new form, accepting it as a "new idea." The adoption of a new idea is a mental process through which an individual passes, first hearing about the new concept, and then moderating toward the final adoption or implementation of this new idea or concept as it is perceived by the individual involved in the process.

Once an individual has accepted/adopted the idea, a diffusion process usually follows. This allows for the dissemination of the new idea throughout the organization. Sometimes this diffusion is rapidly accomplished, but serious efforts to change society or complex organizations usually take a great deal of time and a high level of interaction.

Applying the Change Process

Understanding how change occurs and actually making change happen are two quite different phenomena. If the invention made by the individual or organization is related to a popular issue (e.g., a new way to win a game, a new way to make an object, a new method for saving time--thus providing for more time off work), the adoption and diffusion processes usually occur with lightning rapidity. If, on the other hand, the invention deals with a less popular issue (e.g., eliminating sex discrimination, achieving a higher tax base, reducing the work force), then apathy, hostility, and/or inactivity may be the most notable characteristics visible in those who need to change. Thus, it is necessary to further understand the processes of adoption and diffusion and to explore the techniques a change agent could employ to assist in the successful application of the change process.

Adoption is really one type of decision making wherein the individual begins by taking on a new idea and deciding to discard the practices that the idea replaces. This individual decision-making process usually involves five steps. The first is that of awareness. The individual is exposed to a new idea but lacks complete information about it, and perhaps is not yet motivated to seek further information. If this is the level of adoption those who need to change have reached, then those interested in promoting change can use the awareness stage to introduce the new idea and then initiate a sequence of activities that may lead to the increased interest of the clients regarding the new idea or innovation.

This leads to the second step, that of interest. Usually at this level, the individuals contemplating change gather additional information in order to better understand the idea. The individual becomes more psychologically involved with the new idea at the interest stage than at the awareness stage. The individual's personality as well as the values and norms of the school and community or organization may effect where information is sought and how that information is interpreted.

The next step in the adoption process is evaluation. Here an individual mentally tries to apply the new concept to the present and anticipate the consequences of future actions. This step can be imagined as sort of a "mental trial." If the individual feels the advantages of the new idea outweigh the disadvantages, he or she will probably decide to try the idea. Trying the new idea carries a risk for all individuals. There is an uncertainty about the results, and for this reason a "reinforcement effect" is needed to make the individual feel that the right path has been chosen. Information, advice, and positive reinforcement from peers are apt to affect the individual's decision at this point. Change agents can capitalize on this and provide the needed reinforcement to help encourage the continued commitment to the new concept.

At the fourth step, the trial stage, the individuals use the new idea on a small scale in order to determine its utility in a local situation. The main function of the trial stage is to determine its usefulness for possible complete adoption. This phase might be called the "dry run." Most persons will not completely adopt a new idea without first adopting it for a probationary period. The last step is the adoption phase, in which the individual decides to reject or continue the full use of the new idea.

At each step of the way toward change, reinforcement helps. This may be in the form of encouragement or honest evaluation so that any small setbacks which have been encountered can be overcome without losing the initial commitment to change. Skilled change agents are able to provide the delicate balance needed to ensure a steady progression through each of the adoption phases.

Once adoption of the new invention has occurred, then diffusion becomes the challenge. Diffusion of a new idea is accomplished through interaction of those individuals who have adopted the new concept and those who have not yet adopted the idea. This can occur in any social system like a school or college. Thus, adoption of a new idea can be the result of the diffusion process known as human interaction. Such interaction, however, is often impaired or thwarted because of status barriers or geographic conditions which affect the interaction pattern. It is all too true that all members of a school staff or college faculty or business office do not have free access to interact with one another and this can greatly impede the change process.

Research does indicate, however, that the group pressure for adoption becomes more intense as the number of adopters increases. Research also indicates that the adoption of new ideas follows a bell-shaped curve and over a period of time approaches normality.

Adoption of new ideas is thus a continuous dimension in that individuals adopt a new idea at different times. In deciding whether or not to adopt the new idea, an individual considers:

1. the relative advantage of the new idea;
2. the compatibility of the idea with existing values and past practices;
3. the degree to which a new idea is relatively difficult to understand and use (complexity);
4. the degree to which an innovation may be tried on a limited basis (divisibility); and
5. the degree which the results of the new idea may be passed on to others (communicability).

For example, if a teacher feels that it is too difficult to explain the concept of sex equity to a group this becomes a "relative disadvantage." If teachers or counselors develop new ways of presenting course and career alternatives to their students which can be easily shared and used by others, then the "communicability" of the new idea is greatly enhanced.

In addition, personal influence has been found to be an essential ingredient in all kinds of decision making. Personal influence is defined as communication involving face-to-face exchange between the communicator and the receiver which develops a change in the behavior attitudes on the part of the receiver. Opinions of leaders from whom others seek advice and information also play an important role in the adoption and diffusion of new ideas, as such leaders can exert a great deal of personal influence over their peers.

Thus, change agents will want to recognize that people can change at any moment and not give up if first efforts at promoting change fail. They will also need to communicate effectively the values of the proposed new ideas, the positive impact of the changes being tried, and the increased benefits being received as a result of the efforts expended. Lastly, change agents will want to seek out the influential people, assist them in adopting the new idea, and then encourage them to exert their personal influence so a broad pattern of diffusion will result.

An Eclectic Model to Achieve Sex Equity

Keeping the preceding observations about the adoption and diffusion of new ideas in mind, the following change model which includes a systematic process for problem solving, identification, and resolution of barriers has been developed and successfully applied to assist in the achievement of sex equity.

PROBLEM-SOLVING MODEL*

Step I: WHERE ARE WE NOW?

Assessing both the general area of concern and the statement of the problem, including the specific issue(s) to be addressed.

Step II: WHERE DO WE WANT TO BE?

Identifying and agreeing on a precise statement of the problem -- converting the problem into a statement which specifies the expected results.

Step III: DEVELOPING SOLUTION CRITERIA

Identifying those elements that must be present in the solution(s) in order to ensure its acceptability to the individuals or groups who must adopt the new idea and make a change.

Step IV: IDENTIFYING POSSIBLE ALTERNATIVE SOLUTIONS

Brainstorming ideas which meet all the solution criteria while providing diversity in the means for implementing the solution(s).

Step V: SELECTING A SOLUTION(S)

Evaluating and ranking all of the alternatives which meet the solution criteria and could be utilized by various audiences within the school districts.

Step VI: DEVELOPING A PLAN FOR IMPLEMENTATION

Identifying resources and constraints and recommending specific change strategies which may be useful in securing the implementation of the change, including stating who does what to whom and when.

Step VII: MONITORING THE PLAN

Arranging for ongoing monitoring of the implementation of the change plan, as well as measurement of the results.

Step VIII: IMPLEMENTING THE PLAN

Carrying out the change plan and noting any changes in the pre-specified objectives, activities, timelines, and responsibilities.

Step IX: RECYCLING THE PLAN

Stabilizing, revising or terminating the change plan, based on the processes by which the change was made and the subsequent results or outcome.

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*Developed by the California Coalition for Sex Equity in Education II (CCSEE II) from practical experiences of the staff and an eclectic review of the literature.

Application of this model to any sex equity issue (ergo, any issue at all) is not too difficult. For example, if the issue "working with board and community members who view sex equity as a low priority" (issue found in Chapter IV A.1.) were to be addressed:

Step I: Requires the admission of the situation (five of six board members reject Title IX, parents do not want coeducational physical education, etc.) and the constraints which would have to be dealt with (presence of resistance to change, lack of commitment or accurate information, etc.).

Step II: Allows for the development of the projected outcome(s) (to develop a school district and community environment where equal treatment on the basis of sex is a high priority, etc.).

Step III: Calls for the establishment of performance criteria requirements so that all parties will know when the issue is resolved satisfactorily (all students will have the same graduation requirements, the board will pass nonsexist employment policies, etc.).

Step IV: Provides an opportunity to consider a variety of possible strategies which, if implemented, could resolve the issue (training, awareness, activities, collaborative consultation, etc.).

Step V: Allows for the selection of the most feasible, practical, expeditious (etc.) strategy(ies) which will actually be applied (training of board and community members regarding equity requirements, etc.).

Step VI: Requires that the constraints noted in Step I be reviewed and eliminated, overcome, or somehow obviated in order for the strategies to be applied. Further, the identification of available resources is encouraged so the feasibility of successful strategy implementation is enhanced. Lastly, the action steps are identified and the process for actual application organized.

Step VII: Suggests that an evaluation design be formulated so the impact/effectiveness of the change strategy can be ascertained (see Evaluation portion of this chapter).

Step VIII: Calls for the actual implementation of all prior planning (see Evaluation portion of this chapter).

Step IX: Provides for the analysis of all effort and the recycling of all appropriate activity (find out if the proposed outcome was achieved and, if not, redesign and start over, etc.).

The completion of these systematic steps can produce the desired change, provide for the evaluation and impact of effort, and produce data which assist in giving indicators for future change considerations.

Facilitating Change

The change process can be better facilitated if trained change agents are used as a nucleus group to plan and implement the plan for change; if "tried and true" guidelines are followed; and if a strategies bank is developed and used to provide a variety of effective techniques. The development of a networking concept is discussed at length in the ensuing section of this chapter. Change relies on interaction and networks are built on an interaction basis.

The "tried and true" guidelines to facilitate change provide that:

I. A serious assessment of needs is necessary.
Too often, school personnel develop a pat diagnosis of what they think the organization needs with the best of intentions, and they apply the same solution to every problem that arises. Even more unfortunately, many of these diagnoses are actually symptoms rather than problems, which have been fostered by narrow vision and social isolation resulting from carrying out a particular role. The application of a sincere needs assessment process may reveal data which are distasteful to face but essential if the ultimate goal(s) is to be reached.

II. Proposed changes must be relevant to the history of the organization.
Assessing the "fit" between a proposed change and the organization's existing practices is complex, but it is perhaps the most important task that a change agent must carry out. Organizations have their roots deep in history. They have traditions and patterns that have evolved over a long period of time. It is always important to realize that organizational change is always relative to specific situations and to the unique circumstances of a given organization. Many changes that are potentially valuable must be severely modified if they are to mesh with the ongoing life of the organization.

III. Organizational changes must take the environment into account.
There are two basic questions in looking at the educational organizations: 1) What does the environment need? and 2) What will it support? These two questions are most pertinent since organizational changes are almost never fully dictated by internal factors. The environment in which the educational institution functions, such as the community, and the larger political environment both represent a major impetus for change since environmental demands are a critical source of new ideas.

IV. Serious changes must affect both the organizational structure and the individual attitudes.
In the past, organizational change literature has often focused primarily on individual attitudes. Although individual attitudes are obviously important, it is also important to stress that the organizational structure itself must be modified in order to support change.

For example, if administrators want teachers in schools to incorporate the concept of sex equity into their programs, one strategy to implement would be that of persuasion. The teacher could be convinced through a new policy or through administrative dictate that the change is important, but until the teacher feels/observes that some reinforcement accompanies the edict, little change will occur. Such reinforcement could be that of a scheduled observation or the inclusion of sex equity skills as one item in the annual teacher evaluation process.

Attitudinal changes are also encouraged by shifts in the authority structure, individual participation in decision making, and the development of new technologies and procedures. Therefore, another way to reinforce organizational or individual change is to provide opportunities within the organization for additional training to learn new techniques, to provide appropriate materials, and to structure opportunities for professionals to discuss the need for the change.

V. Changes must be directed at factors which can be manipulated.
In trying to implement a concept like sex equity, it is important to plan organizational change around factors that can be directly manipulated, such as time, the allocation of resources, and the identification of priorities. It is far more difficult to change the fundamental goals, attitudes, and opinions of a total educational staff. However, providing rewards such as materials and released time, changing personnel practices from which more equitable staff patterns emerge, and bringing in new materials can assist and support the implementation of organizational change.

VI. Change must be both economically and politically feasible.
It is very desirable to have sex equity in all communities; however, only foolhardy school boards and administrators would propose drastic change in a hostile environment. It is important to gauge the political opposition inside the organization and among the interest groups (that may have the clout to stop change) which exist in the community. It is a vital part of the change agent's job to assess which strategies will survive politically and which will not. Political issues are frequently tied to resources or costs. Another variable that is becoming more important is the human cost of change, since a school district's single most expensive cost is personnel. Therefore, before change is undertaken, there must be a careful assessment of the expertise of available personnel.

VII. The change must be effective in solving problems that have been identified.
Even the most cost-effective plans which have political support will fail if they do not solve the problem. Therefore, the critical questions are: Will the proposed change actually solve the diagnosed problem? Will the costs involved in effecting the change in terms of personnel and money make sense to the organization? Will the change provide some kind of permanent solution? Can changes be structured into the organization itself or are they dependent upon individual personalities?

Thus, if these guidelines were to be followed in developing a plan for change to promote sex equity, it would seem important to:

1. Provide some kind of organizational incentive such as direct assistance from the State Department of Education and/or Title IV agencies within a region or, most important, a demonstration of the commitment of human and material resources by the local superintendent and board of education.

2. Create awareness and acceptance on the part of both educators and the community of the changing world of work.

3. Provide an opportunity for continued clarification of values so that the implementation of nonsexist programs and activities and the support of sex equity are not seen as a contradiction to the local educational program priorities.

Change can also be facilitated by developing a strategies bank: training interested persons in the process necessary to implement the strategies effectively, and sorting out which strategies seem appropriate for the resolution of certain categories of problems. A sample of such a strategy bank follows on the next page.

Selection and application of the right strategy for the issue/problem is a real art. Change agents need to feel comfortable and be skilled in the use of many strategies. Barring that, change agents need to know which strategies do and do not work for them so that they can avoid negative experiences or call on others to implement the "right" strategy if the action area happens to be a deficient one for themselves.

All of the strategies listed on the following page are used in the Chapter IV worksheets. Others could also have been selected. Readers of this book will want to review what is presented, make their own deductions about what would work for them, and consider implementing some or all of the many quality options for change.

STRATEGIES

1. AWARENESS	An activity that improves people's knowledge, sensitivity and understanding.
2. DIAGNOSIS	An assessment activity which ascertains needs, level of commitment or degree of compliance.
3. TRAINING/TECHNICAL ASSISTANCE	The process of providing information and remedial or preventive strategies to specific groups or identified clients toward assisting them with the implementation of legal mandates.
4. CONSULTATION	A process which focuses on the skills of ensuring group acceptance of the problem, keeping the group on task, encouraging concreteness and specificity within the group, and gaining consensus from the group regarding problem solutions.
5. TEAM BUILDING	A process for identifying team members, building group compatibility, developing group strengths, and delineating team roles.
6. MATERIALS SELECTION	A process for development, adaptation or selection of materials (print and nonprint) that are nonsexist.
7. DIRECTIVE CHANGE OR CONFRONTATION	The use or reference to the law as the primary rationale for implementing change.
8. INTERVENTION	Any legislative/executive/judicial action which results in the development of new policies or laws at any level of government.
9. RESOURCE LINKAGE OR THE NETWORKING PROCESS	A plan that ties together any resources (print, nonprint, and human resources) through the processes of face-to-face interaction and other kinds of communication networks.
10. COMBINATIONS OF THE ABOVE	

Cautions and Conclusions

When dealing with change, educators should be aware of several cautions. First, educational change is incredibly difficult. Second, educational changes are necessary and the need is continuous in a contemporary society. Often a new educational idea that is successfully implemented is almost immediately obsolete, and a new innovation is soon required to take its place. Third, the various characteristics of educational organizations are interwoven, and when educators try to change one aspect of an organization they must anticipate that all other parts of the system need to be considered: the environment, the educational program, the structure and organization of personnel, the character, the goals, the subgroups and the individuals which are all part of an educational system.

In order to establish some kind of systematic long-term planning process, education personnel need to learn how to promote an awareness of needs. Awareness of a need to change may occur when practices and procedures which have been considered to be satisfactory no longer appear to be. March and Simon have often referred to this process as the "satisfaction-dissatisfaction balance." That is, organizations will not search or consider alternatives to the present course of action unless the present course is in some sense unsatisfactory.

As an example, schools may have previously had no objective criteria against which their performance in sex equity was assessed. However, increasing numbers of grievances and complaints which are filed with respect to discrimination may trigger overt dissatisfaction with past policies and procedures. This would necessitate the need for the development of some objective criteria for compliance with Title IX.

Other forms of change can also be initiated from within the organization. These could include comparisons that are made with "relevant others" such as neighboring school districts, school staffs within a district, groups of principals comparing notes on the implementation of nonsexist curriculum, etc. Change initiated from within is regulated by the opportunities that individuals or groups have to be aware of the performance of others in similar schools. In general, some kind of search behavior for new alternatives will occur where there is a structure that requires collaborative planning and when explicit provisions are made for such planning. Once an awareness of a need for new organization arrangements and procedures has been created and search activities have been generated, a number of alternative solutions could be generated.

Perhaps the most general statement that can be made regarding this phase of change is that alternative strategies that are perceived by members of an organization as being threatening to their status will be rejected as possible alternatives. For example, practices which appear to decrease the direct control teachers exercise over children or practices whose consequences cannot be predicted with reasonable accuracy will be rejected. On the other hand, those innovations that have high public relations and image-enhancement value, but disturb the routine operation of schools in a minimal fashion, will be more attractive.

The type of change proposed will be determined in large part by the climate that exists within the organization. Schools and districts with an "open climate" will tend to do a more extensive search and to have a wider range of alternatives for consideration. Search activities that go on in schools with open climates will also tend to focus on changes that are related to improved instructional practices. These schools will be less concerned with the impact of these changes on the social relationships of teachers and administrators. By contrast, search activities in schools with "closed control climates" will tend to focus on change strategies that are related to improved social relationships and that are less concerned with instructional practices and arrangements.

In the implementation phase of new strategies for sex equity there will be a higher proportion of implementation of new strategies where faculty members participate in each part of the total course of action. In this case, innovations will be understood more thoroughly and implemented with greater meaning. Schools with highly elaborate sets of rules and regulations will adopt fewer proposals for innovation than will schools with less elaborate rules and regulations. Schools in which rules tend to emphasize hierarchical lines of authority for decision making and conflict resolution will tend to adopt innovations that affect classroom practices but will not adopt innovations that alter the relationships between supervisors and teachers or between teachers and administrators.

All of these considerations are part of the background information that a change agent should take under advisement when assessing the immediate organization and then its surrounding environment. After such assessment, it is then possible (a) to decide what kind of strategy should be part of a specific process for helping those interested in sex equity; (b) to select or combine appropriate strategies to achieve a solution to their problem.

In conclusion, there are several generalizations to be made regarding change as it relates to achieving sex equity in schools:

1. The greatest impetus for change comes from local change agents (individuals and groups within the organization) who become advocates for sex equity.

2. Change agents should be actively recruited from all levels of authority and responsibility in the school district (board members, central office staff, principals, teachers, support staff, students).

3. Change can be most effectively accomplished if all those affected by the change can be involved in the identification of the problem and the consideration of the alternative solution.

TOWARD EQUITY

Networking

Overview

Each of us operates as a change agent to some degree. Whether we recognize it or not, we also have access to several natural networks, both formal and informal. Regardless of position, our interactions with family, peers, colleagues, and personal friends, as well as with business/professional associates, experts in the field, and our own client system, are all examples of networking. It is the intent of this section to acquaint the reader with an overview of the networking process; the identification of the types of networks available; the development of necessary skills; the identification of change resources; and the cautions and concerns related to networking. Application of the skills presented here could result in the development of a more productive self, group, or organized coalition. Indeed, as the reader progresses through this book it will become apparent that one of the strategies often selected to implement and plan change toward equity has been resource linkage or the networking process.

Network building is a complex strategy which connects people, institutions, agencies, and the like in such a way that they exchange information and resources (both human and material) to solve problems and implement change.

While network building results from the use of various types of interpersonal and intergroup connections, linkage provides a vehicle for those connections to occur. Linkage is a system of communicating events; providing technical assistance; providing new competencies through continuing education and training; and providing feedback to educational developers, researchers, and policy makers.

Network Identification and Use

To best identify the types of networks available and how they might be most effectively used, one might view networking as a multidimensional triad:

Level I

I (Personal) At the personal level, what can you as an individual do to permit and enable yourself to feel more powerful? What types of affirming experiences might you engage in to expand your awareness, increase your inner security, and broaden your personal growth?

Before one can effectively become a change agent for other individuals, groups, or organizations, one must take a personal inventory to determine which attributes and behaviors need changing. A workable starting place that will give some personal meaning to these broad issues is to attempt to identify some personal, general life goals and values.

The following life inventory may help focus on all the things individuals do or would like to do, their activities and values. Responses for these various areas may help the individuals focus in on target areas for personal change.

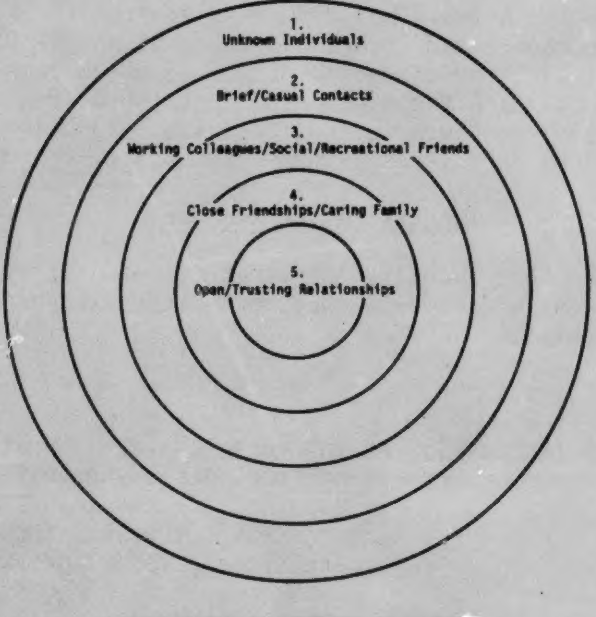
1. Things I do well
2. Things I do poorly
3. Things I would like to stop doing
4. Things I would like to learn to do well
5. Things I would like to start doing now!

In addition, support or rap groups or consciousness-raising groups can also be very helpful in building a personal empowerment base.

Level II

WE (Interpersonal) At the interpersonal level, who are your advocates? How can they be more supportive of you? What are your responsibilities and therefore with whom must you communicate? With whom might you communicate to better prepare yourself to effectively implement change? How do WE, in turn, relate to others, which gives us an even broader extended network? Whom do we serve and how do they impact on others?

Just as there are types and levels of networking, there are also various types and levels of interpersonal relationships that help explain the phenomena of collaboration and networking of interpersonal relationships.


1.
Unknown Individuals
2.
Brief/Casual Contacts
3.
Working Colleagues/Social/Recreational Friends
4.
Close Friendships/Caring Family
5.
Open/Trusting Relationships

LEVELS AND TYPES OF INTERPERSONAL RELATIONSHIP

It goes without saying that the deeper the level of feelings involved, (i.e., open, trusting relationships that are intimate in nature), the more potential there is for a relationship that promotes collaborative growth and mutual goal satisfactions. Work in equity often means that we find outselves interacting with a variety of individuals in ways that range from the most distant, unknown level to the most trusting and intimate. The key to effective change via interpersonal relationships is knowing with whom, how, and when to interact at each level.

Level III

US (Intergroup)	Within the larger context of the intergroup, what political groups, laws and other support systems are available to you? United we are Stronger; United we become more Sensitive; and United we can follow a clearer focus or Sense of direction toward change.

At this point it becomes necessary to distinguish between two kinds of change efforts. The first includes attempts by formal and informal organizations, government agencies, and community groups to change the attitudes and practices of individual citizens in either their private or professional lives. Many of these objectives and goals are established at the state and national level. Programs such as those improving child care, physical and mental health, and legal defense are examples of such change efforts. Organizations such as the National Organization for Women (NOW), Women's Equity Action League (WEAL), and the Federation of Organizations for Professional Women continue to be actively involved in the process of such planned change.

The second kind of planned change effort consists of those organized, cooperative efforts to improve institutions, agencies, bureaucracies, and communities. These national and state efforts are largely project oriented, although some government agencies as well as private organizations have undertaken to develop formulas for implementing change. The success of these projects is often contingent upon the degree to which other community-minded organizations have participated in the change effort. Programs that monitor equity enforcement progress; provide a clearinghouse of information concerning programs affecting women at all levels of education; and review programs and activities conducted by and assisted through the Education Division of the Department of Health, Education and Welfare are examples of such change efforts. Organizations such as the Project on Equal Education Rights (PEER); the Project on the Status and Education of Women of the Association of American Colleges; the National Advisory Council on Women's Education Programs; and the National Coalition for Women and Girls in Education (NCWGE) are actively involved in such problem-solving endeavors. A more detailed list of other equity organizations and projects is in Chapter V.

Within the larger intergroup context, national support can be collectively sought by getting restrictive laws and policies changed. The networking process is essential for these types of political/change efforts.

Developing the Necessary Skills

There are a variety of ways in which networking can be accomplished. Personal contact, a telephone call, small-group meetings and the more sophisticated methods of consultation and technical assistance are only a few. To increase our effectiveness as change agents, certain networking skills are necessary.

Level I

(Personal) 1. Expanding our own potential

2. Inviting personal growth

3. Responding in a process-oriented way

4. Relating to and empowering self

Since most of us will probably be working on our own, we must be able to function autonomously; must be strongly self-motivated and be able to maintain a high moral level. We must first be able to find power within self (process oriented), and trust ourselves and our own inner judgments rather than the evaluations of others. In process orientation we may make mistakes, but we are willing to admit that we have done so. We accept the reality that we and our environment are constantly changing and we permit ourselves to be part of that change process.

Level II

WE (Interpersonal)

5. Discovering relationships

6. Developing advocates

7. Building support systems for change

8. Expanding and exercising power beyond self

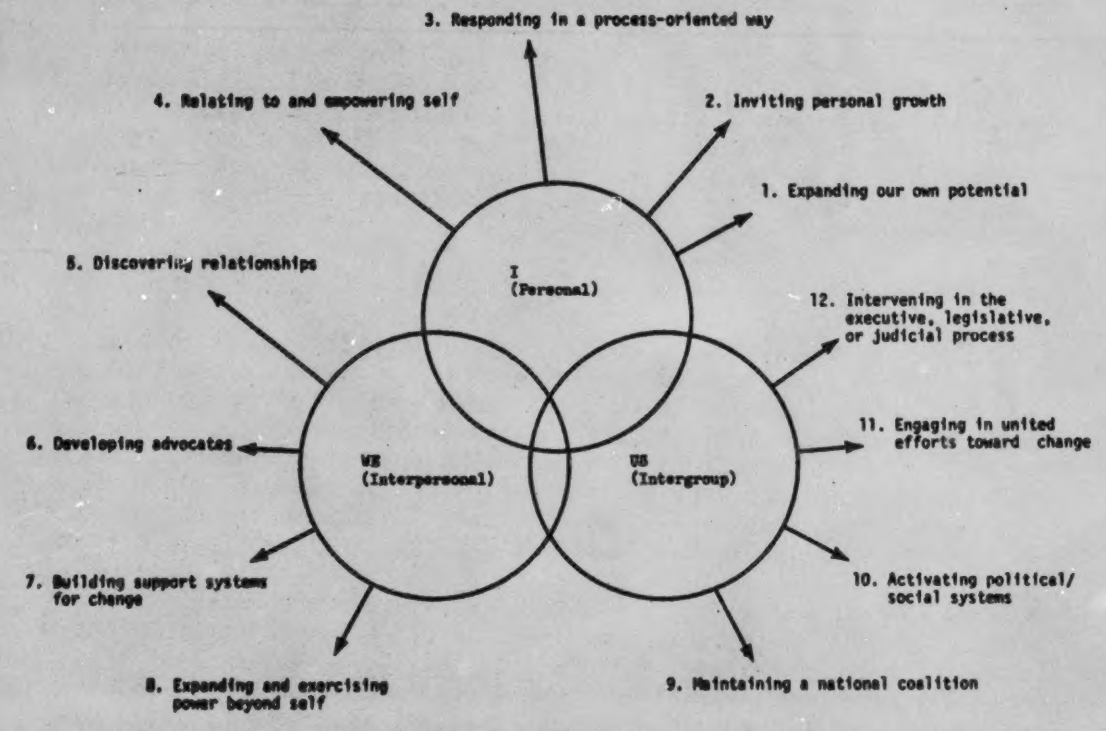
Beyond self, most of us will also find power in relationship with other people, institutions, and ideologies. As such we must be problem solvers, be able to listen attentively to others (clients) and be able to relate their needs to the services available. We must be able to work on a one-to-one basis, in small groups, and in a larger context. Most important, we must begin by establishing trust relationships thus fostering a climate for change. Some of the more specific skills that relate to the interpersonal level include dealing with conflict and coping with divided loyalties; linking participants with pertinent information sources; retrieving useful information from a wide range of sources; and helping to identify developmental potential in other individuals, groups and organizations.

Level III

US (Intergroup)

9. Maintaining a national coalition
10. Activating political/social systems
11. Engaging in united efforts toward change
12. Intervening in the executive, legislative, or judicial process

Those who undertake to bring about changes are often discouraged by the high degree of resistance to change that they find among individuals with whom they are attempting to work. They become doubly discouraged by inflexible bureaucracies whose complex procedures often impede action while providing the appearance of purposeful activity. Tapping into a national network or coalition may provide sufficient power and clout to deal with such bureaucratic inflexibility. In spite of the potential power of such united efforts towards change, it can never replace the initiated change at the grass-roots or community level where individuals still have a sufficient degree of primariness to make genuine interpersonal communication possible.


3. Responding in a process-oriented way
4. Relating to and empowering self
2. Inviting personal growth
1. Expanding our own potential
5. Discovering relationships
I (Personal)
12. Intervening in the executive, legislative, or judicial process
11. Engaging in united efforts toward change
6. Developing advocates
WE (Interpersonal)
US (Intergroup)
7. Building support systems for change
10. Activating political/ social systems
8. Expanding and exercising power beyond self
9. Maintaining a national coalition

THE NETWORKING PROCESS

The Identification of Change Resources

One of the most important skills in the networking process is being able to identify and use the human, nonprint and print resources available to us.

A. Human Resources

The human resources network can be an invaluable tool to facilitate innovation and change. Human resources can be found informally via a telephone call, a special visit, a convention or meeting, or through serendipitous means. Human resource systems that can be identified at the more formal level and that are committed to achieving equity include consulting organizations such as the Office of Education; National Center for Education Statistics; Resource Center on Sex Roles in Education; American Council on Education; State and Federal agencies; research and development (R & D) centers in academic institutions; professional organizations; and other school systems, to name only a few.

B. Nonprint Resources

In an age of electronic technology, increasing numbers of agents of change are using nonprint media to help in training, resource selection, and in-service strategies. Nonprint media might include 16 mm films, 35 mm filmstrips, 8 mm motion cartridges, videotapes, slides, records, audio tapes, simulation games and others.

A few of the nonprint information services that can be identified as part of the networking process might include Educational Resources Information Exchange (ERIC); Educational Products Information Exchange (EPIE); National Audiovisual Center; National Information Center for Educational Media (NICEM); National Instructional Materials Information System (NIMIS); and the Women's Educational Equity Communications Network (WEECN).

C. Print Resources

There are numerous print resources that are readily accessible at the community level to individuals and groups such as classroom teachers and other educational practitioners who are committed to educational equity. Several existing libraries, information services, and clearinghouses have done extensive work in the area of sex equity. These sources of educational print information are so diverse that it is virtually impossible to list all of them. Educational Information Centers in local State Departments of Education and colleges/universities are an excellent beginning point. A more detailed data base of human, nonprint, and print resources are listed in Chapter V. It is imperative that some type of quality control be implemented to ensure against sexism and bias in all materials used. Chapter IV of this book will present a variety of recommended change strategies and suggested action steps in eliminating sexist policies and practices in materials selection, adaptation and development.

Cautions and Constraints

It goes without saying that networks can be an effective bonding process and an important tool to gain access to information and collect one's contacts. At the same time it would be naive not to be cognizant of the potential cautions and concerns that relate to any networking system. For example, not all individuals view networking as developing a kinship or bonding process. Until recently many women in business or administration rarely thought about the need for such an exchange. This may be because there are so few jobs open to women in the upper levels of education or business management that they often had to compete against one another and became rivals rather than colleagues.

Second, networks are closely linked with power, authority and the capacity to influence behavior. Power relationships have the potential for creating feelings of resentment and mistrust, particularly among those who feel powerless. Many individuals, both male and female, find themselves becoming uncomfortable in the presence of a powerful woman who emanates positive ego-strength. No changes in human affairs will occur until new power is generated or old power redistributed. Such processes require careful negotiation away from win-lose concepts toward win-win strategies. Such strategies are without a gender base.

Lastly, there is a fine line of interconnection between the personal, interpersonal and intergroup levels within the networking process. It is critical to know with whom, how and when to interact at each level. Women seem to have a more difficult time differentiating between the various levels of exchange and, as a result, often misjudge the appropriateness of their actions or behaviors. As an example, it is not uncommon, particularly for women who have received strong energy and emotional support from other women, to expect that same intimacy, sharing and assistance in other personal or professional peer relationships. These same individuals set themselves up not only for disappointment and frustration, but may also be paving the way for outright rejection.

Conclusion

In spite of some of the obvious cautions and concerns, networks are here to stay and certainly need not become a way of using people for one's own ends. Rather, networking can become an effective exchange for mutual benefit. Today, women can reap the benefits of the old boys' networks by following suit and building their own support base. The positive benefits of this spirit of collaboration are limitless and have the potential for nurturing our universal goals of equity.

TOWARD EQUITY

Evaluation

Overview

No one can effectively embark on a quest for change without building in the needed evaluation processes which, if comprehensively applied, can assist in:

- the setting of projected priorities and goals;
- the establishment of appropriate starting point(s) and activities;
- the outlining of necessary critical paths or interim milestone accomplishments for which to strive;
- the determining of checkpoints for internal consistency;
- the gathering of data for use in programmatic/process decision making;
- the confirmation or the negation of progress and/or efficiency; and
- the uncovering of ongoing needs/directions.

Evaluation can be ongoing, built into the total process, applied externally on a regular or periodic basis, used only at the termination of an activity/project, and conducted in a formal or informal manner; it can be intensive and complex or surface and simplistic. Data gleaned from evaluation processes thus can be general or specific; related to the immediate or long-term goals, objectives, and outcomes of the individual or group process, progress, or effectiveness; focused on either one or all of the affective, cognitive, or psychomotor domains; and the data may be used in a formative and/or summative manner to determine product, process or context effectiveness.

These data can be stored, analyzed, applied to future endeavor(s), and/or disregarded. The positive results of evaluation efforts can be directly correlated to the application process applied once the data have been gleaned. It is not enough to plan and conduct an evaluation; it is essential to analyze and use the results of an evaluation.

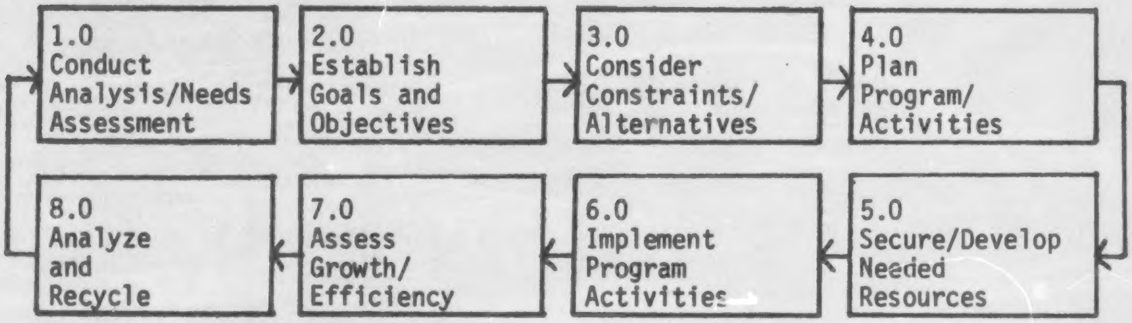
Ideally, the evaluation design applied to the various sex equity components outlined as needs by the district/university/college will be one which interacts with all program stages; is continuous; and reveals pertinent data which is used for establishing directions for new plans and actions. This part of Chapter II will attempt to help the reader learn about the effective ways evaluation principles/activities can be designed and applied to better achieve sex equity in educational settings. Further, attempts will be made to assist the reader in understanding how data gathered as a result of such activity can best be used in order to augment desirable change, establish productive networks, and/or utilize resources.

THE EVALUATION PROCESS

- CONSIDER THE PROGRAM

As stressed in both the change and networking sections of this chapter, all planning and development begins with analysis activities. To create a model for program development, one must determine direction(s); establish needs; recognize constraints and take steps to negate, obviate, eliminate, or reduce them; consider alternatives; develop or secure the needed resources; plan what will happen; and recycle as necessary. Analysis is followed by synthesis (implementation) and evaluation, and culminates with additional analysis. A schematic diagram reveals the systems model so prevalent in today's industrial, scientific and educational processes:

PROGRAM MODEL


1.0 Conduct Analysis/Needs Assessment
2.0 Establish Goals and Objectives
3.0 Consider Constraints/ Alternatives
4.0 Plan Program/ Activities
5.0 Secure/Develop Needed Resources
6.0 Implement Program Activities
7.0 Assess Growth/ Efficiency
8.0 Analyze and Recycle

Using this model, an application for achieving sex equity in educational programs might include the following considerations/action steps:

1.0 CONDUCT ANALYSIS/NEEDS ASSESSMENT

1.1 Accept assignment to design/implement necessary steps in order to achieve sex equity
1.2 Review the laws/mandates regarding sex equity
1.3 Ascertain all ramifications for the district/college in question
1.4 Ascertain the current levels of compliance/commitment/practice
1.5 Determine areas of deficiency/noncompliance
1.6 Report to policy-making bodies

2.0 ESTABLISH GOALS AND OBJECTIVES

2.1 Prioritize needs
2.2 Set general goals
2.3 Set general objectives
2.4 Set specific objectives
2.5 Plot timelines/critical products
2.6 Review for comprehensiveness
2.7 Report to policy-making bodies for approval/comment

3.0 CONSIDER CONSTRAINTS/ALTERNATIVES

3.1 Rank objectives and outline possible approaches/requirements
3.2 Establish fiscal data for all alternatives/requirements
3.3 Consider other constraints (organized resistance, lack of commitment, etc.)
3.4 Determine feasibility in light of constraints
3.5 Outline all alternatives, noting pro/con positions
3.6 Review for comprehensiveness; recycle as necessary
3.7 Report to policy-making bodies for approval/comment

4.0 PLAN PROGRAM/ACTIVITIES

4.1 Determine target population(s)
4.2 Design program components
4.3 Prepare specific programs/activities
4.4 Establish timelines for implementation
4.5 Review for comprehensiveness; add or delete as necessary
4.6 Report to policy-making bodies for approval/comment

5.0 SECURE/DEVELOP NEEDED RESOURCES

5.1 Review and critique existing resources (human, print, and nonprint)
5.2 Contrast to resources noted as being necessary in 4.0
5.3 Determine needs for purchase, contracting, and/or development
5.4 Buy, contract and/or develop resources as necessary
5.5 Schedule for use in accordance with timelines established in 4.0
5.6 Develop evaluation process for resource validation
5.7 Report to policy-making bodies for comment

6.0 IMPLEMENT PROGRAMS/ACTIVITIES

6.1 Plan and contract for on-site arrangements
6.2 Conduct programs/activities
6.3 Evaluate process/product/context of each/all sessions
6.4 Analyze data gleaned; recycle as necessary, as possible
6.5 Prepare a chronicle of all implementation efforts
6.6 Report to policy-making bodies as an information item
6.7 Provide for follow-up services as needed, as possible

7.0 ASSESS GROWTH/EFFICIENCY

7.1 Review all evaluation efforts
7.2 Apply post-assessment instruments as possible, as necessary
7.3 Prepare data in orderly, comparative format
7.4 Submit data to program managers/policy makers
7.5 Be available to interpret results

8.0 ANALYZE AND RECYCLE

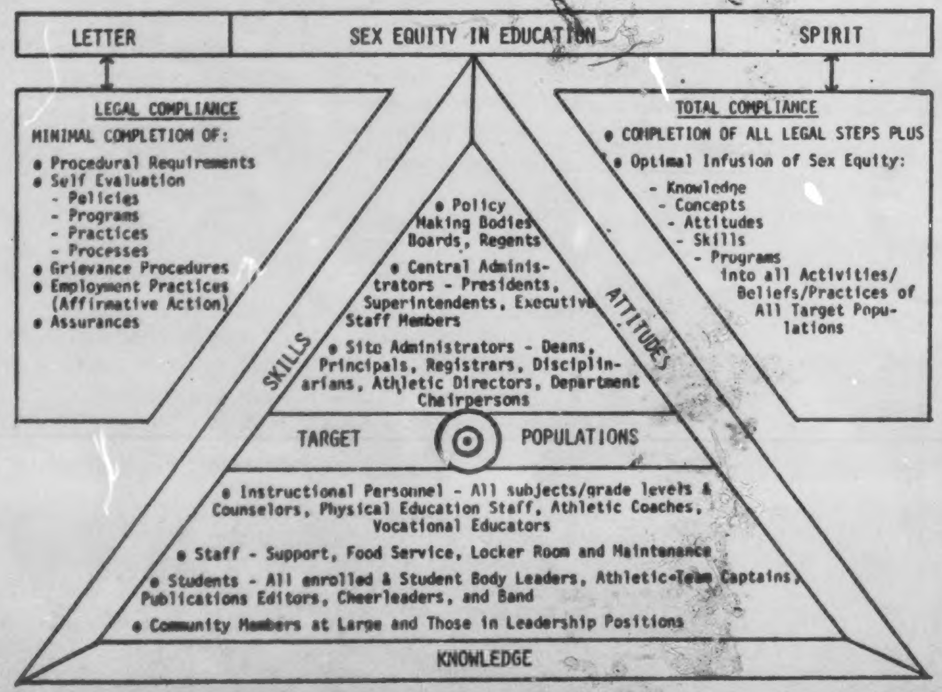
8.1 Consider all data
8.2 Contrast to objectives and goals
8.3 Ascertain degree of effectiveness
8.4 Note areas of deficiency; remaining goals/objectives to be accomplished
8.5 Prepare and deliver reports

Once these or other action steps have been established, then the integrated evaluation design can be outlined and discussed.

• DEVELOP AN INTEGRATED EVALUATION DESIGN

The sex equity components which will have to be included in any implementation of the programmatic process outlines on the preceding pages are charted below. The scope and intensity of any program development, process implementation, and evaluation procedure will be determined by (a) the level of understanding and commitment of the people in power and the people charged with carrying out the task of achieving some degree of sex equity, (b) the existing climate for change in the area, and (c) the skills potential of all involved personnel.

COMPONENTS FOR DEVELOPING SEX EQUITY


LETTER
SEX EQUITY IN EDUCATION
SPIRIT
LEGAL COMPLIANCE
MINIMAL COMPLETION OF:
• Procedural Requirements
• Self Evaluation
- Policies
- Programs
- Practices
- Processes
• Grievance Procedures
• Employment Practices (Affirmative Action)
• Assurances
TOTAL COMPLIANCE
• COMPLETION OF ALL LEGAL STEPS PLUS
• Optimal Infusion of Sex Equity:
- Knowledge
- Concepts
- Attitudes
- Skills
- Programs
into all Activities/Beliefs/Practices of All Target Populations
• Policy Making Bodies Boards, Regents
• Central Administrators - Presidents, Superintendents, Executive Staff Members
• Site Administrators - Deans, Principals, Registrars, Disciplinarians, Athletic Directors, Department Chairpersons
SKILLS
ATTITUDES
TARGET
POPULATIONS
• Instructional Personnel - All subjects/grade levels & Counselors, Physical Education Staff, Athletic Coaches, Vocational Educators
• Staff - Support, Food Service, Locker Room and Maintenance
• Students - All enrolled & Student Body Leaders, Athletic Team Captains, Publications Editors, Cheerleaders, and Band
• Community Members at Large and Those in Leadership Positions
KNOWLEDGE

Determining the requirements of the mandate, the temperament of the various target populations, the level of commitment regarding the achievement of either the letter or the spirit of the law, the current status of sex equity, and the remaining sex equity needs of the district/university/college will logically lead to the development of the necessary activities, programs and processes which can foster the growth of each and all of the target populations toward the achievement of sex equity. The wise use of all resources and the application of an integrated evaluation process can promote progressive growth and help determine the level of achievement in each of the related developmental sex equity components.

Specific evaluation concerns related to each of the milestone program components could include:

1.0 CONDUCT ANALYSIS/NEEDS ASSESSMENT

- What are the requirements of the Federal and State laws related to sex equity?
- What are the current interpretations of these laws?
- Has the possible impact of these laws been assessed for all of the people, programs, policies, and processes associated with the institution?
- What instruments/methods of evaluation are available for use in determining the initial levels of compliance?
- Have all elements been considered in the assessment of this initial level of compliance?
- What kind of report should be made to the policy makers regarding these analysis steps?

2.0 ESTABLISH GOALS AND OBJECTIVES

- What criteria should be used to establish the priority needs areas (required by law? related to other district priorities? etc.)?
- Using the ranked needs as a base, what general goals and objectives must be met (achieve basic compliance? develop a workable grievance process? restructure pay scales and athletic programs? etc.)?
- Reviewing these goals and objectives, what specific objectives must be addressed first (basic compliance - procedural; basic compliance - self-evaluation; basic compliance - assurances; etc.)?
- Looking at the needs, goals and objectives, what is a feasible timeline for the accomplishment of the needed objectives? What products must be developed?
- Have all the facets been considered (necessary information, attitudes, skills development for all target populations; activities for the achievement of the letter/spirit of the law; necessary evaluation procedures; etc.)?
- Can these data be succinctly prepared and presented to the policy-making bodies?

3.0 CONSIDER CONSTRAINTS/ALTERNATIVES

- What criteria should be used to rank the approved goals and, more important, the necessary objectives (develop in accordance with due dates according to the Federal regulations? work from policy-making level to general public level? work from teacher level toward policy-maker level? achieve classroom practices equity, then work toward employment procedures equity? etc.)?
- What are all the possible ways of achieving these objectives?
- Which ways are more feasible (cost effectiveness, availability of resources, related to other priority concerns, etc.)?
- Which ways are impossible (too costly, not acceptable in light of community mores, etc.)?
- Who will prepare the pro/con report? How can the data be best presented? Have all possibilities been explored? Have all constraints been listed? Who will be best qualified to respond to board inquiries?

4.0 PLAN PROGRAMS/ACTIVITIES

- In accordance with the approved alternatives, which of the populations will be served (policy makers, instructional personnel, students, etc.)?
- What do these populations need most? What do they need first? (evaluation? information awareness activities? skills training? etc.)?
- How will the specific programs/activities be conducted (lecture and discussion? a two-hour experience with case studies? a film and panel? a series of workshops which build from simple to complex coverage of needed information processing, attitude building, and skills development? etc.)?
- When will these programs/activities be offered (after work on a volunteer basis? during work on a time-release basis? at regularly scheduled meetings? etc.)?
- Have all necessary components been considered? What needs to be added or deleted? Do components relate to the model (letter/spirit) and will they guarantee the development of the desirable skills, attitudes, and knowledge of the populations in question?
- What evaluation process should be built into the program/activities (formative? summative? related to instruments? observations by external observers? formal? informal? etc.)?
- What reports are necessary for the policy makers? Who will do them? When (periodic? interim? summative only?)?

5.0 SECURE/DEVELOP NEEDED RESOURCES

- What resources are available (human, print, nonprint) and which would be most suitable for use (in evaluation use of norm-referenced tests, questionnaires, observations, logs, etc.)?

- What other resources are needed and where can they be obtained (develop? adapt? review and validate? etc.)?
- What means of validation should be used to affirm/critique the resources selected for use (internal/external applications or observations? use of instruments? other? etc.)?
- Who will contract for the needed resources?
- What alternatives are available for back-up purposes?
- Have all timelines been met and are all necessary/desirable resources secured?
- What information should be summarized for presentation to the policy makers?

6.0 IMPLEMENT PROGRAMS/ACTIVITIES

- Were the sites used and services received adequate and cost effective?
- Was the flow of activities logical, meaningful, and comprehensive enough to contribute to the fulfillment of the desired objectives/goals?
- Were the presentors/materials appropriate/adequate/excellent?
- Were the skills/attitudes/knowledges of the target populations suitably increased, maintained, and/or enhanced?
- Why did anything fail? succeed?
- What would be done differently if the program/activity were to be repeated? Why?
- Have all pertinent data been collected?
- Is the format for reporting the data clear and concise, yet comprehensive?
- What indicators for follow-up services are revealed in the data?

7.0 ASSESS GROWTH/EFFICIENCY

- What treatment of the gathered data is necessary to ready them for review (descriptive statistics? inferential statistics? other?)?
- What format should be used in order to display the data while assessment of the growth/efficiency of the process/product/context is made (summary charts? comparative graphs? anecdotal statements? narrative descriptions? etc.)?
- When should the data be submitted for review? Who will be available to interpret the data?

8.0 ANALYZE AND RECYCLE

- Have all data been analyzed?
- Have all possible deductions/hypotheses/facts/findings been garnered/considered/explained/determined?
- Have all necessary comparisons been made to ascertain the degree of effectiveness and subsequently the remaining tasks in order to achieve the original goals/objectives?
- Who can best provide the needed follow-up services?
- What evaluation processes will be used as part of the follow-up procedures?
- What needs to be reported to the policy makers?

- What remains to be done?
- What recommendations/data should be shared with the policy makers?

- APPLY THE DESIGN

Once the answers to the questions on the preceding pages are obtained, the design for the program, process and evaluation procedures takes substantive form. If it is decided that achieving the spirit as well as the letter of the law is to be the goal, an all-out effort to ascertain the current sex equity attitudes, knowledge level, and skills of each and all of the target populations will become a priority. This would be followed by the implementation of a planned, sequenced series of appropriate activities designed to prod the apathetic or hostile recalcitrants, assist the hesitant, urge equity advocates to new heights, and, in general, uniformly aid all the people in the elevation of their attitudes, level of knowledge, and skills potential.

The application of evaluation procedures would be essential to the success of these initial steps. Simple or complex criterion-referenced tests, additudinal questionnaires, observation checklists, logs and onsite visitations might all be used as a means to determine initial, interim or culminating levels of attitudes, skills, and knowledge. Decisions regarding the most urgent needs, the remaining areas of deficiency and/or the progress to date can all be made as a result of analyzing pertinent evaluation data which have been comprehensively and objectively obtained.

Further, quality of effort can be measured as well as effectiveness of the process/resources/materials used. Evaluations of this type can provide insights to the acceptance/rejection of the process(es) used, the qualities of the presenters as perceived by the participants, the merit of the method of organization applied to the process, the worth of the communications/public relations program related to the cause, and/or the perceived areas of continued need. Such data can be gathered formally through the use of questionnaires/surveys or informally through the use of observations and random samplings, and for successive approximations.

When applying the design(s), evaluators must take steps to ensure that the evaluation procedures are well planned, thorough, and conducted at the opportune moments if comprehensive, meaningful results are to be obtained. Waiting until the end of a conference/meeting to evaluate the opening sessions may mean that the reactions of those who were dissatisfied are not recorded. (Records of conference attrition may be significant and should be obtained.) Likewise, asking all participants to evaluate each session of a three-day meeting may be resented by them and may skew the input. (Consider the use of external evaluators or a selected random sample.) Deciding on the best method of applying the evaluation design and striving to maintain the delicate balance of participant involvement which can ensure valid results are critical to the success of the evaluation process.

Resources for suitable instruments applicable to the achievement of sex equity are available through the American Institutes for Research WEEA project for process evaluation and pre-post measurement instrument development. The address to use when seeking their assistance is:

East Coast	West Coast
1055 Thomas Jefferson St., NW	P.O. Box 1113
Washington, D.C. 20007	Palo Alto, CA 94302
(202) 342-5000	(415) 493-3550
Co-director: Dr. Dorothy Edwards	Co-director: Dr. Carmen J. Finley

- USE THE DATA/RECYCLE

If formal evaluation procedures are applied, the data gathered will probably have to undergo some form of statistical treatment before analysis. Raw descriptive data can be used to determine trends, status, frequency of incidence, and the range or scope of performance/reaction. Inferential data may assist the evaluator in making deductions regarding the effectiveness of the programs, processes, and/or products.

Sophisticated evaluation designs could be developed which, when correctly implemented and analyzed, could reveal: which students (or members of other target groups) are realizing achievement and benefits from the program of activities (learning to distinguish what is discriminatory or biased behavior, etc.); which components of the program series are most effective in helping the client group achieve the stated objectives (awareness activities, action-planning sessions, etc.); and what other changes are impacting on the target groups (development of keener sensitivity to the issues, feelings of frustration when dealing with unfeeling colleagues, etc.).

Once the data have been gathered and analyzed, and deductions advanced, the evaluators and empowered leaders must use the results to further delineate needs (e.g., more work in athletics with coaches and parents), set new priorities (e.g., authoritative intervention, total staff involvement, use of budget funds for release time), plan the needed activities (e.g., in-service, policy development, public relations strategies sessions), and develop the necessary evaluation design. Such full-cycle repetitions lend themselves to the establishment of defensible positions, the realization of sought-after goals, and, in the case of sex equity, the positive movement of various groups TOWARD EQUITY.

SAMPLE SEX EQUITY APPLICATIONS

When considering the quest for just the letter of the law, educators could use the simplest of questionnaires for proof of paper compliance. Items to include are as follows:

DISTRICT COMPLIANCE WITH TITLE IX

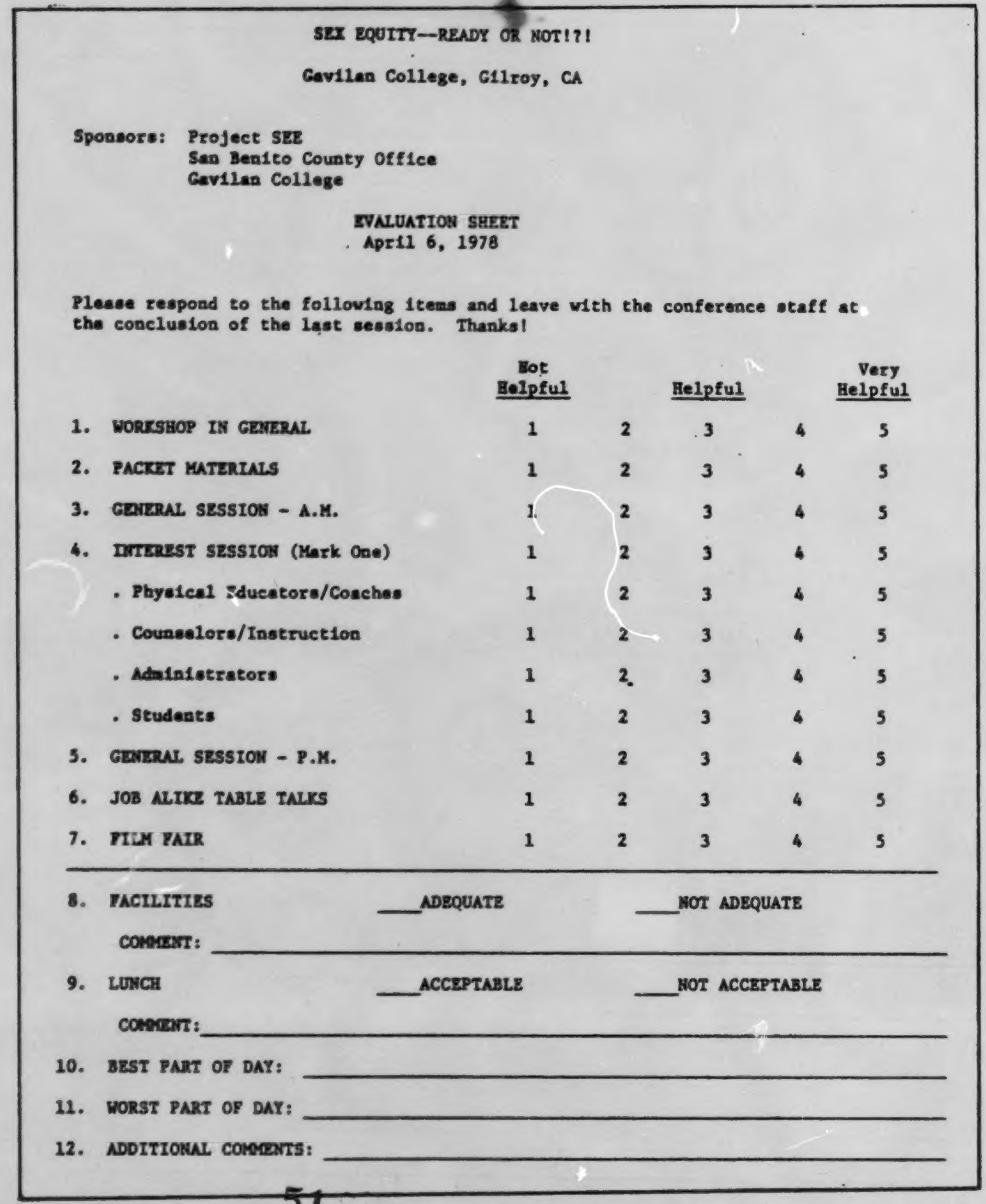
(Title IX of the Education Amendments of 1972
Prohibiting Sex Discrimination in Education)

			YES	NO
A.	1.	Does your district have a Title IX coordinator?	___	___
	2.	Have the name, address and telephone number of your district Title IX coordinator been sent to all students and employees in the district?	___	___
B.	1.	Has your district formulated and disseminated its nondiscrimination policy statement to students, parents and employees?	___	___
	2.	Has your district published its nondiscrimination policy in the local newspaper and in the newspapers and magazines operated by the district or the students?	___	___
	3.	Has your district noted its policy of nondiscrimination on the following: (a) application forms; (b) announcement of available positions; and (c) handbooks for students and staff?	___	___
C.	1.	Has your district adopted grievance procedures providing prompt and equitable resolution of student and employee complaints?	___	___
	2.	Has your district published its grievance procedures so they are known to all of the students, parents and employees?	___	___
D.	1.	Has your district conducted its self-evaluation?	___	___
	2.	Has your district modified policies and practices not in compliance with Title IX?	___	___
	3.	Has your district completed the report on modification and remedial steps taken to eliminate effects of discrimination?	___	___
	4.	Has the coordinator or compliance officer involved staff, students and community members to help examine different aspects of the district's policies and practices to identify any practices that are discriminatory on the basis of sex?	___	___
	5.	Has your district completed the assurance form that is required with all applications for Federal financial assistance?	___	___

SCHOOL DISTRICT:______________________________________

When pursuing the spirit of the law, one would use the basic questionnaire noted above and additional items such as attitudinal scales, behavior checklists suitable for various job functions or roles (counselor, students, student activity coordinator, physical activity staff member, etc.), basic information quizzes regarding knowledge of the regulations, observation indicators for site and/or procedural compliance, and so forth. (See samples in the appendix.) Sophisticated evaluation instruments covering all compliance issues are now being developed and validated and are available from the American Institutes for Research WEEA project.

The process reaction form of evaluation can be most useful for program validation, site critique, process effectiveness, and presenter qualification. A sample of this type of evaluation follows:



SEX EQUITY--READY OR NOT!?!

Gavilan College, Gilroy, CA

Sponsors: Project SEE
San Benito County Office
Gavilan College

EVALUATION SHEET
April 6, 1978

Please respond to the following items and leave with the conference staff at the conclusion of the last session. Thanks!

	Not Helpful		Helpful		Very Helpful
1. WORKSHOP IN GENERAL	1	2	3	4	5
2. PACKET MATERIALS	1	2	3	4	5
3. GENERAL SESSION - A.M.	1	2	3	4	5
4. INTEREST SESSION (Mark One)	1	2	3	4	5
. Physical Educators/Coaches	1	2	3	4	5
. Counselors/Instruction	1	2	3	4	5
. Administrators	1	2	3	4	5
. Students	1	2	3	4	5
5. GENERAL SESSION - P.M.	1	2	3	4	5
6. JOB ALIKE TABLE TALKS	1	2	3	4	5
7. FILM FAIR	1	2	3	4	5

8. FACILITIES ____ADEQUATE ____NOT ADEQUATE

COMMENT: ______________________________

9. LUNCH ____ACCEPTABLE ____NOT ACCEPTABLE

COMMENT: ______________________________

10. BEST PART OF DAY: ______________________________

11. WORST PART OF DAY: ______________________________

12. ADDITIONAL COMMENTS: ______________________________

CAUTIONS AND CONCLUSIONS

Evaluation processes are given credibility/validity in direct proportion to the persons who conceive the design, implement the process, and apply the results. Care must be taken to avoid making global deductions from minimal input; to cite only the facts which have a statistical basis; to define the population involved and to avoid over-generalizing inferred hypotheses; and to acknowledge the relative strengths and weaknesses of the design being implemented, the instruments being used, and the causative factors for obvious/subtle variances (e.g., poor timing for application of the instruments, skewed audience dominated either by a hostile or by an advocate group).

In these days of accountability, more people are attuned to the merits of ongoing evaluation. In sex equity, the level of commitment to the issue will determine the extent of the evaluation process. LETTER or SPIRIT of the law? Advance with gusto or advance with caution? Involve one group or involve all groups? Work only on attitudes or work on the three necessary components of attitudes, knowledge, and skills? Equity as a result of fear/threat or equity as a result of creative planning/management and total program infusion? The choices are there for all. Those who wish to move TOWARD EQUITY will master the skills of CHANGE, NETWORKING and EVALUATION so progressive efforts involving all the people will make measurable progress.

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TOWARD EQUITY

CHAPTER III

ADDRESSING GENERAL CONCERNS ABOUT...

People dealing with Title IX have basic questions of a practical, philosophic and/or theoretical nature, for which they want answers. This chapter attempts to give answers to typical questions that relate to the general areas of:

A - The Law
B - Procedures
C - Attitudes
D - Money Matters
E - Instructional Materials
F - Other Human Rights Issues

It is anticipated that these answers are good beginnings and that they may be tempered/modified as more court precedents are established, as the Office for Civil Rights (OCR) clarifies their enforcement policies/interpretations, and as the true ramifications of the pertinent law(s) emerge through the tests of time and application.

Many procedures outlined in Section B have been extracted from materials developed by Dr. Shirley D. McCune and Ms. Martha Matthews of the Resource Center on Sex Roles in Education (now known as the Resource Center on Sex Equity) in Washington, D.C. These have been used with permission and readers seeking a thorough indoctrination to the development of beginning attitudes/knowledge/skills related to Title IX should secure and read the series of booklets listed below which are available through the Government Printing Office (GPO).

Title	Stock #	Price
1. "Title IX: Selected Resources"	017-080-01668-1	$ .35
2. "Complying with Title IX: The First Twelve Months" Shirley McCune and Martha Matthews	017-080-01669-9	.85
3. "Why Title IX?" Martha Matthews and Shirley McCune	017-080-01670-2	.35
4. "Identifying Discrimination--A Review of Federal Antidiscrimination Laws and Selected Case Examples" Shirley McCune and Martha Matthews	017-080-01671-1	.45

Title	Stock #	Price
5. "Complying with Title IX: Implementing Institutional Self-Evaluation" Martha Matthews and Shirley McCune	017-080-01672-9	$2.10
6. "Title IX of the Education Amendments of 1972--A Summary of the Implementing Regulation"	017-080-01673-7	.45
7. "Equal Educational Opportunity" Poster	017-080-01674-5	.35
8. "Equal Employment Opportunity" Poster	017-080-01675-3	.35
9. "Competitive Athletics: In Search of Equal Opportunity" Margaret Dunkle	017-080-01713-0	2.75
10. "Selecting Professionals in Higher Education: A Title IX Perspective" Emily Taylor and Donna Shavlik	017-080-01708-3	1.30
11. "A Student Guide to Title IX" Myra Sadker and Elsa Bailey	017-080-01710-5	2.00
12. "Title IX Grievance Procedures: An Introductory Manual" Martha Matthews and Shirley McCune	017-080-01711-3	2.50
13. "Title IX and Physical Education: A Compliance Overview" Adapted by the Resource Center from materials developed by Marjorie Blaufarb	017-080-01712-1	1.40
14. "Implementing Title IX: A Sample Workshop" Shirley McCune, Martha Matthews, Kent Boesdorfer, Joyce Kaser, and Judy Cusick	017-080-01709-1	3.75

Other relevant data/items are released on a regular basis by the GPO. Interested parties will want to obtain a regular listing of available titles from:

Superintendent of Documents
U. S. Government Printing Office
North Capitol, G & H Streets, N.W.
Washington, D.C. 20402
Telephone 202/783-3238

CHANGE
EVALUATION
TOWARD EQUITY
NETWORKING
STRATEGIES

A. The Law

1. What is Title IX?

Title IX is a Federal law passed in the Educational Amendments of 1972 by the U.S. Congress. The intent of the law is to prohibit sex discrimination in federally assisted educational programs. Final regulations for the law were published on May 27, 1975. These regulations became effective on July 21, 1975, following a 45-day period of congressional review. The regulations require that institutions covered under the guidelines must be in full compliance with the law no later than July 21, 1978.

The law specifically states:

". . . No person in the U.S. shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." The regulations cover all aspects of sex discrimination in school with regard to admissions, treatment of students, and employment practices.

Since the passage of this law, the response by educational institutions has been varied. Many have taken the posture that Title IX is a Federal mandate to be ignored until enforced. Others have taken the position that Title IX provides an opportunity for district and postsecondary institutions to review all program offerings, services provided, and employment practices so as to ensure that philosophic tenets, policies, programs, and practices are in concert with the law and, at the same time, educationally valid.

Title IX is one law in a series of Civil Rights legislative action which has been developed to guarantee equality of opportunity to all citizens of the United States. Other relevant laws designed to further the causes of equity include:

- Executive Order 11246 as amended by 11375;
- Title VII of the Civil Rights Act of 1964 as amended by the EEOL Act of 1972;
- Equal Pay Act of 1963 as amended by the Educational Amendments of 1972;
- Title VII (Section 799A) and Title VIII (Section 845) of the Public Health Service Act;
- Title II of the Vocational Amendments of 1976;
- PL 94-142; and
- Rehabilitation Act 504.

The law itself is quite brief and copies of PL 92-318 from the 92nd Congress, session 659, are available from the Federal government. In addition, the rules and regulations were published in the Federal Register, Vol. 40, No. 108, Wednesday, June 4, 1975.

2. Who enforces this law?

The law is enforced by the Office for Civil Rights (OCR), which is a division of the Department of Health, Education and Welfare (HEW). This office is organized on a regional basis so that there are ten (10) enforcement centers for all civil rights legislation throughout the United States. Due to the emotional impact of this law, the enforcement process has been delayed many times. One of the strategies for this delay has included requiring each of the regional offices to file copies of their findings with the central office in Washington, D.C., in order to obtain approval before releasing the findings to LEAs (Local Education Agencies). Many times the interpretations of the law have been inconsistent, which has sometimes caused various regions of the country to have different opinions regarding interpretations of the guidelines.

David Tatel, Director of OCR, has issued letters to various State Education Agencies (SEAs) throughout the country which indicate that these authoritative bodies must also take the natural steps of enforcement regarding the law. Such steps would include: (1) the observation of school programs and policies by SEA field representatives as they conduct their normal business with LEAs; (2) the perusal of pertinent budget items in keeping with the natural auditing processes; and (3) the release of timely press notices which underscore the importance of the law and its implications for LEAs. Further, many SEAs have filed for Title IV Civil Rights Act funds in order to provide assistance in the area of sex equity.

Many states have also passed parallel legislation which calls for the elimination of various civil rights discriminations in order for LEAs to retain/obtain state funds for educational programs. These laws serve to reinforce and reemphasize the necessity of adhering to the Federal laws. Many times LEA administrators respond to the state laws with more rapidity than is displayed in response to Federal mandates.

While not an enforcement agency per se, the public itself often serves as the trigger for most of the actual enforcement of this and other laws. Various members of the public--parents, students, employees, local constituents -- often observe discriminatory behavior in the schools and go through the specified processes for making the enforcement of the law occur. This would include:

- peaceful negotiation/confrontation with school authorities which does not disrupt school programs;
- official intervention with school authorities so that the grievance process (as required by law) is implemented and carried to fruition; or
- official intervention through use of the OCR complaint process, which involves the Federal government in the investigation and ruling in response to the specific alleged noncompliant activity(ies).*

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*Note: Copies of the OCR complaint process and the desired content of an appropriate grievance process are in the appendix of this book.

Ideally the existence of an antagonistic force will not be essential for the adoption of nonsexist policies, programs and practices by the various educational institutions. Practically, however, it is a recognized fact that change takes place slowly and thus an informed and active public can serve as an important enforcement thrust.

3. What resources for help are available to individuals, districts, postsecondary personnel, or members of the community-at-large regarding this law?

Title IX aids are available from multiple sources. As outlined in Chapter V of this book, there are many print, nonprint, and human resources from which any individual/group could glean insights regarding the law, its ramifications, appropriate strategies for its successful implementation, and/or evaluation options which, when applied, could facilitate the achievement of sex equity.

Learning as much about the law as possible, making changes because the concepts of the law have been adopted (and not in response to threat or mandate), reviewing the progress made regularly, and implementing ongoing action steps so total equity can be achieved are all possible outcomes if the available resources are reviewed and effectively used. Establishing a local advocate group which includes representatives of the public -- community, parents, students, professional employees, policy makers, and educational administrators -- who, in turn take advantage of the prolific resources and develop the necessary skills of becoming change agents/effective networkers could result in the positive implementation of Title IX and improved programs/opportunities for all students.

This book itself should become a major resource for sex equity advocates. Gaining knowledge of the history of equity, building skills in effective change/networking/evaluation, learning about strategies related to a myriad of issues, and discovering sources for help should assist in the preparation of well-equipped, well-informed practitioners/professionals who can effectively eliminate discriminatory behaviors related to Title IX.

B. Procedures

1. What steps are required of educational institutions in response to Title IX mandates?

Specifically, all educational institutions which receive Federal funds, must:*

- Acknowledge the law and file an assurance form certifying compliance with the regulation;
- Designate a responsible employee to coordinate compliance efforts and subsequent investigations/grievances;
- Notify all students and employees of the intent to comply with the law and the name, address, and phone number of the employee who will serve as the coordinator;
- Adopt and publish grievance procedures which provide for the resolution of student and employee complaints;
- Include a policy statement of nondiscrimination on the basis of sex in an announcement, bulletin, catalogue, application form, or other materials used in the recruitment process of students or employees;
- Conduct a self-evaluation of policies and practices to determine their degree of compliance with the regulation;
- Modify all policies and practices found to be in noncompliance;
- Initiate appropriate remedial steps to overcome/eliminate the effects of past/existing discriminations resulting from the noncompliant policies and practices; and
- Retain a record of all steps taken for a period of three years.

Initial steps were required to be completed by October 19, 1975, and full compliance was required by July 21, 1978.

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*Adapted from materials developed by the Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D.C., Dr. Shirley D. McCune, Director.

2. What should be included in the self-evaluation process?

The qualities of a good self-evaluation include that the scope of the study be comprehensive of all elements of the regulation, that the process used to implement the study be all-inclusive of the persons/groups effected by the regulation, and that the self-evaluation be regularly reviewed and updated to ensure ongoing equity. The following checklist,* developed by Martha Matthews and Dr. Shirley McCune of the Resource Center on Sex Roles in Education, provides specificity for the three components outlined above.

EVALUATING THE TITLE IX SELF-EVALUATION

The following questions are designed to assist in the evaluation of the Title IX self-evaluation required by the regulation to implement Title IX. By July 21, 1976, education agencies and institutions receiving Federal financial assistance were required to:

- evaluate their policies, programs, and practices for their compliance with Title IX regulation requirements
- modify them as necessary to ensure compliance
- take steps to remedy the effects of any discrimination resulting from identified noncompliance

This checklist is organized within three sections:

- The content of the self-evaluation
- The process of the self-evaluation
- Follow-up and monitoring of the self-evaluation

(Note: The Title IX regulation established no particular requirements or standards for the self-evaluation, other than that it should include the three components listed above. The questions in this checklist are based on general principles of evaluation rather than on legal guidelines.)

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*Used with permission.

1. The content of the self-evaluation

Does the self-evaluation specifically cover:

	Yes	No
• student access to courses:		
-course admissions requirements?	☐	☐
-graduation requirements?	☐	☐
-disproportionate course enrollments?	☐	☐
• vocational education?	☐	☐
• physical education?	☐	☐
• counseling:		
-programs?	☐	☐
-materials?	☐	☐
-tests and instruments?	☐	☐
• student treatment:		
-behavior and dress codes?	☐	☐
-extracurricular activities?	☐	☐
-employment assistance?	☐	☐
-health services/insurance benefits?	☐	☐
-honors and awards?	☐	☐
• policies, programs, and practices related to student marital or parental status?	☐	☐
• athletics and competitive sports:		
-student activities and programs?	☐	☐
-personnel practices?	☐	☐
• financial assistance to students?	☐	☐

- employment policies and practices related to:

	Yes	No
-recruitment/selection?	☐	☐
-promotion, tenure, layoff, application of nepotism policies?	☐	☐
-rates of pay; extra-duty compensation?	☐	☐
-job assignment and classification?	☐	☐
-fringe benefits?	☐	☐
-leaves of absence, including child-rearing leave?	☐	☐
-terms of collective bargaining agreements?	☐	☐
-certified staff (by specific position)?	☐	☐
-classified staff (by specific position)?	☐	☐
• Does the self-evaluation clearly specify the documents, publications, etc., which were examined during the review process, and indicate the criteria used in examining each?	☐	☐
• Does the self-evaluation include objective data to support its conclusions, e.g.:		
-list of course enrollments by sex?	☐	☐
-description of athletic programs by sex?	☐	☐
-survey of student athletic interests?	☐	☐
-analysis of disciplinary actions by sex over a specified period of time?	☐	☐
-listing of tests and counseling instruments used, with information on male/female norms, scales, etc.?	☐	☐
-other (please list):		
______________________________	☐	☐
______________________________	☐	☐
______________________________	☐	☐

	Yes	No
• Does the self-evaluation clearly specify actions taken/to be taken when possible noncompliance is identified:		
-corrective actions?	☐	☐
-remedial steps?	☐	☐
• Are these actions generally:		
-appropriate?	☐	☐
-sufficient?	☐	☐
2. The process of the self-evaluation		
• Are the procedures and criteria used in the self-evaluation clearly specified?	☐	☐
• Are the persons involved in the design of the self-evaluation clearly specified?	☐	☐
• Did they include:		
-staff with responsibilities in each of the areas evaluated?	☐	☐
-students?	☐	☐
-community members?	☐	☐
-persons with expertise on Title IX?	☐	☐
• Are the persons from whom information was requested clearly specified?	☐	☐
• Did they include:		
-persons with diverse responsibilities and levels of responsibility in each of the areas evaluated?	☐	☐
-administrators?	☐	☐
-instructional/counseling staff?	☐	☐
-classified staff?	☐	☐
-persons representing the various schools in the district?	☐	☐
-students?	☐	☐
-community members?	☐	☐
-persons with expertise on Title IX?	☐	☐
• Are the persons responsible for analyzing the information clearly specified?	☐	☐

- Did they include:

	Yes	No
-persons with diverse responsibilities and levels of responsibility in each of the areas evaluated?	☐	☐
-administrators?	☐	☐
-instructional/counseling staff?	☐	☐
-classified staff?	☐	☐
-students?	☐	☐
-community members?	☐	☐
-persons with expertise on Title IX?	☐	☐

- Were all concerned persons in the district notified of the self-evaluation and invited to submit any information they considered relevant? ☐ ☐

3. Follow-up and monitoring of the self-evaluation

- When corrective or remedial steps were required, were timelines and staff responsibilities for their implementation clearly specified? ☐ ☐

- Were staff responsibilities for monitoring these steps clearly specified? ☐ ☐

- Have all specified steps been implemented according to the appropriate timelines? ☐ ☐

- Are periodic updates of the self-evaluation planned or conducted? ☐ ☐

- Is the self-evaluation or a record of modifications and remedial steps available for review and comment by interested persons? ☐ ☐

3. What should a good grievance procedure have as its components?

When the grievance procedure requirements of Title IX are considered, it is essential that the components reviewed include both the content of the adopted procedure and the process used for its implementation. Educational agencies may have understanding personnel who wish to effectively resolve alleged noncompliant activities but who must adhere to an instrument/procedure which is awkward, incomplete or designed to confuse the issues. Constrastingly, the procedure may be specific and thorough but processes may thwart the intent and thus frustrate the parties involved.

A checklist dealing with the steps which should be taken before, during, and after the initiation of a grievance process has been developed by the Resource Center on Sex Roles in Education and is included here for the edification of the reader.

EVALUATING THE IMPLEMENTATION OF THE TITLE IX GRIEVANCE PROCEDURE*

The Title IX grievance procedure required by the regulation to implement Title IX may be evaluated on two primary dimensions:

- its content
- its implementation

The checklist is organized within four sections:

- Pre-implementation
- Filing and initial processing of grievances
- Grievance processing
- Grievance follow-up, monitoring, and reporting

(Note: The Title IX regulation specifies no requirements for the grievance procedure beyond being "prompt and equitable." These questions are based on general principles of grievance processing rather than on legal guidelines.)

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*Used with permission from the Resource Center on Sex Roles in Education, Washington, D.C., Dr. Shirley D. McCune, Director.

1. Pre-implementation

	Yes	No
• Has a written Title IX grievance procedure been prepared which provides for the prompt and equitable resolution of complaints of sex discrimination?	☐	☐
• Has the Title IX grievance procedure been reviewed to ensure its compliance with any existing standards specified by relevant state and local laws/regulations, contracts with employee organizations, etc.?	☐	☐
• Has the Title IX grievance procedure been reviewed and approved by institutional/agency governance?	☐	☐
• Has the grievance procedure or a summary of the procedure been published and disseminated to all students and employees?	☐	☐
• Have orientation or briefing sessions been held with students and employees to ensure their understanding of the grievance procedure and its use?	☐	☐
• Have all employees with responsibility for the implementation of the procedure been provided briefing and information on the procedure and the requirements of the Title IX regulation?	☐	☐
• Have persons serving as hearing officers been provided with basic orientation on grievance processing and in-depth training on the Title IX regulation, interpretation guidelines, and judicial precedents?	☐	☐
• Have the specific assignments of staff roles and responsibilities been made for all tasks within the grievance procedure?	☐	☐

- Have the responsibilities of the Title IX coordinator been delineated and a statement of these responsibilities disseminated to all employees and students? Yes ☐ No ☐

2. Filing and initial processing of grievances

   - Is information regarding the nature of the grievance procedure and the coverage of the Title IX regulation easily available to all employees and students? ☐ ☐
   - Has a form or outline been developed which clearly states the information required for the filing of a grievance? ☐ ☐
   - Can students and employees file grievances at places of maximum convenience and accessibility? ☐ ☐
   - Are personnel available for assisting students and employees in the filing of grievances? ☐ ☐
   - Is opportunity provided for the clarification of grievance issues and for prompt and informal resolution of grievances when further processing is not needed? ☐ ☐
   - Do notification forms used at all grievance stages provide grievants and respondents with full information regarding their rights and responsibilities in the grievance process? ☐ ☐

3. Grievance processing

   - Are timelines and requirements for promptness fully observed in the handling of grievances at each step of grievance processing? ☐ ☐
   - Are stated notification procedures fully observed? ☐ ☐

	Yes	No
• Are grievance hearings conducted according to specified procedures?	☐	☐
• Are records of grievance hearings maintained?	☐	☐
4. Grievance follow-up, monitoring, and reporting		
• Are all grievance decisions examined for their implications for modifications of policy, procedure, or practice beyond specified corrective steps?	☐	☐
• Are all identified modifications and corrective steps broken down into their specific tasks, staff responsibilities, and implementation timelines?	☐	☐
• Are all staff notified of their specific responsibilities related to the implementation of modifications and corrective steps?	☐	☐
• Are periodic surveys and reviews made to assess the implementation of modifications and corrective steps and to identify any related problems?	☐	☐
• Are regular reports regarding the implementation of modifications and corrective steps required of all staff?	☐	☐
• Are records of grievances, grievance processing, and modifications and corrective steps maintained for a three-year period?	☐	☐
• Are all detailed grievance records (those identifying involved parties) maintained on a confidential basis and without notation in student or personnel files?	☐	☐
• Is a set of open records regarding grievance resolutions and precedents (parties unidentified) available to students, employees, and other interested persons?	☐	☐

	Yes	No
• Are regular reports of grievance precedents and compliance efforts disseminated to all students, employees, and governance persons?	☐	☐
• Are continuing assessments made of the understanding of students and employees regarding Title IX provisions and the Title IX grievance procedure?	☐	☐

The content of a grievance procedure must also be reviewed for its comprehensiveness, specificity, and scope so that the requirements of the law are covered accurately, the process is spelled out with clarity, and the rights of all parties are maintained legally. An appropriate instrument for such an evaluation follows:*

CHECKLIST FOR EVALUATING THE CONTENT OF GRIEVANCE PROCEDURES

Listed below are a number of questions which may be used to evaluate the content of Title IX grievance procedures and to determine possible needs for modification. Questions are organized into three sections: initiation and filing of the grievance; processing of the grievance; and basic procedural rights. Remember that these questions do not reflect Title IX requirements; they reflect instead general principles of grievance processing. A "no" answer does not indicate a violation of Title IX but it may indicate an area where further specification is desirable.

1. Initiation and filing of grievances:

Does the grievance procedure:

	Yes	No
• Provide clear and adequate definition of who may grieve, of what issues may be covered by grievances, and of the terms used throughout the procedure?	☐	☐
• Cover all students and employees?	☐	☐
• Clearly state the form and procedure for filing of grievances?	☐	☐
• Specify any applicable time limits for the initiation of a grievance?	☐	☐

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*Used with permission from the Resource Center on Sex Roles in Education, Washington, D.C., Dr. Shirley D. McCune, Director.

	Yes	No
• Provide for assistance to grievants in the filing/preparation/processing of a grievance?	☐	☐
• Specify the responsibilities of institutional/agency staff for the receipt and initial handling of grievances?	☐	☐
• Provide methods for informal and prompt resolution of grievances when further processing is not needed?	☐	☐

2. Processing of grievances:

Does the grievance procedure:

• State the number and levels of steps for grievance processing and the criteria for initial referral to each level?	☐	☐
• State the form of grievance presentation and processing (oral/written; hearing officer/hearing panel; etc.) at each step?	☐	☐
• Specify the criteria and procedure for the assignment and initial hearing levels?	☐	☐
• Delineate procedures and responsibilities for notification of all parties at each processing level?	☐	☐
• Delineate timelines for all activities within the grievance procedure?	☐	☐
• Specify the procedures which shall be used in conducting grievance hearings:		
-amount of time allocated to each hearing?	☐	☐
-amount of time allocated to each party to the grievance?	☐	☐
-right of each party to representation and assistance?	☐	☐
-right of each party to present witnesses and evidence?	☐	☐
-right of each party to question witnesses?	☐	☐
-roles of persons involved in the hearing?	☐	☐
-right of grievant to determine whether hearing shall be open to the public?	☐	☐
-provisions/requirements for recording the hearing?	☐	☐

	Yes	No
• Specify any requirements for submission of written information by grievants or others?	☐	☐
• State the form and timelines for the preparation of grievance decisions?	☐	☐
• Clearly state the procedures and timelines for the grievant's acceptance or appeal of grievance decisions?	☐	☐
• Specify the roles and selection of persons involved in grievance processing?	☐	☐

3. Basic and procedural rights:

Does the grievance procedure:

• Provide grievants with the right to appeal to progressive levels of decision making?	☐	☐
• Provide assurances regarding the impartiality of hearing officers?	☐	☐
• Provide for confidentiality of grievance proceedings if so desired by the grievant?	☐	☐
• Provide for grievant's access to relevant institutional/agency records?	☐	☐
• Provide for the protection of grievants and respondents from harassment and entry of information into student and personnel files?	☐	☐
• Provide for confidentiality of grievance records if so desired by the grievant?	☐	☐

4. What about affirmative action efforts?

Prior to the Bakke decision, many sex equity advocates and even some OCR investigators were interpreting the Title IX requirements with a noticeable pro/active affirmative action posture. Classes with more than an 80 percent enrollment of one sex were suspect and merited a more probing scrutiny. Employment ratios were reviewed intensely, with emphasis being placed on the reversal of obviously skewed job categories (e.g., men dominating the administrative ranks, women the elementary teaching ranks; mostly men serving as athletic directors; women gravitating to lesser jobs, lesser titles). Since the Bakke decision and other regional court findings, OCR has released an announcement that ratios and percentages are not incumbent in the Title IX legislation, but that educational agencies are encouraged to demonstrate affirmative action and remedial action as necessary to overcome the past or existing effects of discriminatory policies or practices. Undoubtedly, there will be more litigation to test the degree of affirmative/remedial action that is required/desired.

C. Attitudes

1. How can positive attitudes regarding sex equity in general and Title IX in particular be developed and maintained?

Enhancing the development of positive ways of thinking, feeling or acting about any subject is best accomplished when the person(s) to be stimulated/motivated has a vested interest/involvement in the issue(s) at hand. Expecting a weary educator who has had little actual involvement with students for an extended period of time to think that it is necessary, desirable or even possible to change policies, programs or practices is a rather naive perspective. If, however, the administrators have children themselves or have regular contact with students who demonstrate, in positive ways, their desire to see change occur, then the administrators are more apt to initiate ongoing change. Further, if advocate groups present the facts clearly and accurately regarding what is and what should be, many dedicated, professional administrators will respond positively to the data, and discriminatory behaviors will begin to be resolved.

Ideally, simple knowledge of the law--its concepts and the comparative data gathered during the required self-evaluation--should be an adequate lever to activate the necessary changes. Unfortunately, many people do not proceed just because the theories are correct or knowledge of the need for change is present. Many require that intervention/confrontation be in evidence so that the actions are dictated and personal liability for initiating the changes cannot be addressed to the individuals who have the leadership responsibilities. In order to make this "response to threat" a positive one, many alternatives can be used as a strategy pool. Some of these would include:

- Arranging to have a knowledgeable Title IX advocate who is a personal friend of the recalcitrant make periodic visits and/or social appointments at which time subtle insights regarding the law can be worked into the conversations. Following such activity with requests from other community advocates for positive actions to eliminate sexist behaviors;

- Allowing knowledgeable, enthusiastic groups to plan and conduct awareness-level activities and training sessions where skills are actually developed for all the people. Building on this increased advocate group to do even more sensitizing and skills development;

- Developing a planned program which cites the advantages of a nondiscriminatory society and presenting it to all possible audiences -- public groups, professional gatherings, student activities, the media, etc. Involving these groups in follow-up activities; and

- Appealing to the policy makers to establish forceful policy, thus obtaining commitment to the concepts of sex equity. Coupling this with follow-up evaluations of the progress made to achieve equity.

2. How can negative attitudes be overcome so apathy and/or detrimental activism can be minimized?

Negative attitudes exist when there is lack of leadership due to lack of knowledge and/or commitment to an issue. Negative attitudes fester and gain momentum when discriminatory and/or biased behaviors are allowed to persist or when the exhibition of these behaviors is encouraged. Individuals who wait for time to pass and for "what's right" to evolve naturally will be waiting a long time. Negative attitudes must be met head-on with positive alternatives, accurate information, and a forceful request for change. Should all positive attempts to deal with negative attitudes fail, legal steps should be taken with use of the grievance process or complaint procedure, to eliminate any discriminatory behaviors.

Further, many times the strategies outlined in question C. 1 of this chapter can be applied to persons who hold negative attitudes and exhibit biases, but do not engage in discriminatory behaviors. The adage of "chipping away one step at a time" is most apropos. Keeping the momentum and staying active are essential if negative attitudes are to be reversed. Lastly, stroking should be given to persons who exhibit growth toward positive concepts/behaviors. Quiet encouragement and/or open praise for new thoughts/actions which demonstrate a willingness to move away from negative behavior toward positive action should be given warmly and sincerely by advocates who wish to make a difference.

3. Once positive attitudes exist, what action steps are indicated in order to make the assimilation of sex equity concepts a reality?

If positive attitudes exist within the power base, then the strategies for the assimilation of sex equity concepts can be developed and implemented through authoritative directive, followed by appropriate training and evaluation. The training of individuals is essential so actual skills can be developed, tried, and evaluated as to their pertinence and impact. Needed skills include possession of:

- A factual knowledge base of Title IX and its requirements;
- The ability to discern what constitutes discriminatory or biased behavior, a sexist environment, and/or the subtle nuances that perpetuate ongoing stereotyped thinking;
- Knowledge of available resources and how to obtain them; and
- Knowledge about change factors/strategies and how to personally design and implement effective action steps.

If the power base has not embraced the concepts of equity but an advocate group has, then it would be essential to explore the strategies outlined in C.1 of this book before the suggestions noted above could be considered. Lastly, the following questions* might be asked and answered by any action individual/group when contemplating change:

1. What is to be changed?
2. Who is going to change or be changed?
3. How will they be changed?
4. Where will the change occur?
5. When will the change occur?

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*Used with permission from the Resource Center on Sex Roles in Education, Washington, D.C., Dr. Shirley D. McCune, Director.

When the answers to these questions are revealed, then the constraints which might prohibit or inhibit the accomplishment of the tasks must be outlined and appropriate strategies for dealing with these barriers developed. Likewise, the factors which can assist in the accomplishment of the tasks should be outlined and pursued. The development of and adherance to a reasonable timeline will assist in the change process. Little effective, lasting change occurs unless someone or some group plans such an orderly approach, rallies the resources, and recycles once the initial objectives are achieved so more long-range goals can be realized.

4. What changes must occur in teacher education/certification if sex equity concerns are to be an interfaced component of the teacher preparation/licensing process?

Review of the staffing patterns at most colleges of education throughout the country reveals that men occupy most of the high administrative posts and that the number of male administrators has increased and not decreased since the passage of Title IX. This fact alone does not automatically imply that teacher education programs are sexist. Review of the course offerings at those same institutions, however, reveals that most programs have not infused sex equity concepts into the existing programs and only a few have instigated programs dealing with sex equity concerns. Further, while more and more states are requiring evidence of minimal competencies for teacher certification, few, if any, require that teachers be knowledgeable of the Federal laws dealing with human equity mandates which influence the policies and practices of all educational institutions which receive any Federal funding.

Thus, if sex equity concerns are to become interfaced components of teacher education programs it would seem that the governing boards of postsecondary institutions must adjust attitudes, set priorities, raise the awareness/skills level of staff members regarding equity requirements/concepts, develop program infusion models as examples, and establish minimal expectations for graduates which include demonstration of knowledge and skills in the equity areas (race, sex, handicap, class, age, etc.). Strategies to accomplish this are included in responses to other questions in this chapter, as well as in the specific strategies suggested as responses to the issues identified in Chapter IV.

Likewise, if knowledge of equity requirements is a desirable competency for teachers to possess, then teacher licensing bureaus/boards must initiate the legislative/administrative activities which could make demonstration of such competencies a requirement for the certification of new teachers and the renewal of those already licensed. Teacher centers, funded under PL 94-482, should also consider infusing sex equity concepts in the program components developed to update Local Education Agencies' (LEAs) staffs.

D. Money Matters

1. Is there money from the Federal government to implement this Federal law?

There are no funds available for the direct costs of this law, such as dollars for increased coaching supplements, uniforms for girls' sports, officials' fees, or new instructional materials. There are, however, funds available on a competitive basis from the Federal government for SEAs and LEAs as well as for individuals/groups or universities who wish to help in the sex desegregation process. Regulations governing the available Federal funds are published annually in the Federal Register.

The major existing funding sources are the Women's Educational Equity Act (WEEA) programs--a special projects division of the Office of Education (OE) and Title IV CRA (Civil Rights Act) funds. The WEEA programs currently make three general types of awards: small grants up to $15,000; large grants for significant projects which offer the potential for national capacity; and contracts for projects/services deemed essential to the advancement of WEEA programs. Four sex desegration types of awards are made through the Title IV CRA funds: SEA grants so State Education Agencies can provide technical assistance (including in-service training) to LEAs; SDAC (Sex Desegregation Assistance Center) grants to groups who wish to provide services to LEAs in an identified regional geographic area; training institute grants to colleges or universities so that essential in-service activities can be provided LEA staff members; and LEA grants to districts which have special needs in order to accomplish the sex desegregation process.

The amount of funds and the specific criteria for their award change annually. Contact should be made with the administering agencies if pursuit of the funds is desired.

2. What critical areas of school financial policies/programs/procedures should be reviewed during the Title IX self-evaluation?

While perusal of the entire financial arrangements of the institution for indications of discriminatory policies/programs/procedures is highly desirable, special attention should be paid to the following critical areas:

- Are all fringe benefits the same for like job categories?
- Are rates of pay the same for like work?
- Are job classifications nonsexist or do women dominate the low-scale jobs, even though their duties may be the same as those of men listed in other assignments (women are locker attendants, men are building technicians, etc.)?
- Are leaves of absence equitable for all employees?
- Are social activities and opportunities to attend conferences equitable? (Are there barbecues for the football staff and the male administrators but no such activities for other coaches and female administrators?)

CURRICULUM AREAS

- Have all sexist standardized tests been replaced?
- Have student/parent handbooks been revised and purged of all discriminatory citations?

- Have student placement services provided for the nonsexist posting of available job opportunities?

- Has in-service training been budgeted for, planned, and implemented so individual internalization of sex equity concepts could become a priority area for each staff member?

STUDENT TREATMENT

- Have stipends for cocurricular activities been reconciled so equal pay is provided for equal work?

- Have health services/insurance benefits been equalized for all students?

- Are services provided for the boys' athletic programs comparable to those provided for the girls' programs (officials' fees, supplies and service, insurance coverage, etc.)?

- Are awards made equitably and are they the same for like activities/sports?

- Is the program of financial assistance to students equitable (scholarship awards in athletics at the postsecondary level, stipends for menial service in and about the campus, etc.)?

OTHER

- Is there money/personnel available to pay for the time/services needed to conduct the Title IX self-evaluation and the necessary ongoing functions of the coordinating employee?

- Have monies been allocated to take the required corrective actions and the desired remedial actions to overcome existing/past discriminatory behaviors?

- Have all notices related to the implementation of this law been made available on a continuing basis in the language(s) of the clients?

3. What are some common solutions to the equal-pay-for-equal-work dilemmas?

Since monies are not specifically available for the implementation of all of the mandates (Federal and state) related to equal pay for equal work, the setting of priorities and the establishment of equitable policies which can be applied without discrimination become the foremost challenge to policy makers and administrators charged with the responsibility of achieving that which is required by law. Researching all available funds, reviewing all required actions, contrasting existing practices with legal requirements, evaluating any dichotomous areas revealed in the review, and determining the funds necessary to achieve that which is required are the important first steps to be taken. Considering all possible alternatives, weighing their pro and con factors, and establishing priorities to be followed are desirable second steps. Implementing the revised budgets, conducting an ongoing evaluation in order to determine not only the fiscal soundness of the steps taken but also the degree to which former discriminations have been resolved/eliminated, and recycling steps one and two listed above as necessary constitute the closed-circuit action steps which, if followed, would lead to the establishment of equal pay for like work.

Specific solution alternatives for common areas of concern would include:

- To establish equal coaching pay: Initiate a time study and gather data on the hours worked, the length of the season, the amount of administrative responsibility involved, and the amount of release time currently provided for the coaching duties. Establish an index for all sports offered. Make sure like sports (e.g., boys' basketball, girls' basketball) have all factors equal.

Establish the pay scale. Seek and obtain approval through the collective bargaining process, if appropriate, and implement the pay schedule as revised. Consider running similar sports during the same season of the year, combining the schedules of two teams, providing one coach in sports which attract small numbers of participants (e.g., cross-country racing, tennis, badminton, golf, volleyball, bowling -- depending on the enthusiasm of the community/students regarding the various sports opportunities). You may also reduce the length of season and tournament activities or the number of squads offered in some sports in order to provide for more fiscal economy (one set of officials, one bus for transportation, one season instead of two, 18 games instead of 24, one playoff tournament instead of three invitational tournaments plus the playoff schedule, two basketball teams for boys and two for girls instead of three for each, etc.), and thus reduce budget demands. The constant of the monies available will not be changed easily. The ways in which these monies are to be divided become the issue. If the philosophy that sports are offered in order to provide extended educational opportunities for as many students as possible is the given for an educational institution, then rationally arriving at an equal pay base is possible through use of the steps and suggestions outlined above. If, on the other hand, sports are offered as entertainment, and a few talented students are to be exploited for the benefit of pride, tradition, and adult pleasure, then it is naive to think that policy makers will want to establish equal programs. Indeed, the continued disproportionate allocations of time, money, effort, and talent will undoubtedly persist. The decision is left to each postsecondary institution for resolution.

- To establish equal pay and a more proportionate distribution of people in the various job categories: Conduct a review of all job categories and gather data regarding the numbers of each sex represented at each job category level (support, professional, or administrative staff; custodial staff; clerks, typists, and printers; teachers and principals; etc.). Analyze why the disparities, if discovered, exist. Review recruitment procedures and policies. Develop nonsexist job descriptions for all positions. Analyze personalities who do the hiring and placement to determine if stereotyped thinking contributes to the existing inequities. Plan in-service sessions of recruitment regarding strategies; stimulate the underrepresented sex to pursue the available job opportunities (women as administrators, men as elementary or preschool teachers, etc.). Design and offer an intern program for prospective administrative candidates; actively recruit members of the underrepresented sex. Present all findings to the policy-making body so decisions can be made regarding the revised job descriptions, the need for affirmative action measures, and the priority to be attached to any/all sex equity activities. Follow-up evaluation should be ongoing, since revisions, as needed, can be designed and implemented.

E. Instructional Materials

1. Do the Title IX regulations include instructional materials in their jurisdiction?

The final regulations for Title IX do not specify that the elimination of sexist instructional materials is required as part of the compliance process. If a complaint alleging discrimination because the instructional materials being used are sexist is lodged against an educational institution, the OCR sends the following letter:

> Dear ________________________:
>
> We have received your complaint about the Education County School District's use of a reading program which is allegedly discriminatory in its use of sex-role stereotypes.
>
> The Office for Civil Rights is responsible for enforcing Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in educational programs and activities benefiting from Federal financial assistance. Textbooks and curricular material, however, are specifically exempted from the scope of the Title IX implementing regulation, which became effective July 21, 1975 (copy enclosed).
>
> Although we recognize that sex-role stereotyping and other sex bias in textbooks and curricular materials are serious problems, it was decided that the imposition of restrictions in this area could place the Department in a position of limiting free expression in violation of the First Amendment. Consequently, because of its nature, your complaint does not fall within our jurisdiction.

> The Department assumes, however, that Local Education Agencies will deal with the problem of sex bias in curricular material in the exercise of their general authority and control over course content. You may therefore wish to review your concerns with Education County School officials.

Thus, it is clear that the OCR does regard the elimination of sexist instructional materials as a critical need in order for the desegregation process to be achieved. It is also clear that the responsibility for doing this is to be placed on the institutions themselves. Inquiries as to why a compliance codicil related to this issue was removed from the original final regulations have revealed that the issuance of a mandate would have been a violation of the First Amendment and would have necessitated the biggest book burning since Hitler! Thus, educational agencies and their staffs are expected to correct the effects of existing sexist materials by taking advantage of "teachable moments" and to replace sexist materials with nonsexist items as new materials are selected for use.

2. What argument(s) can be used to sway the apathetic people who contend that the influence of sexist language in instructional material really doesn't constitute a major problem of sex bias?

Materials developed by Feminists Now, the Resource Center for Sex Roles in Education, and a NOW group called Women on Words and Images as well as studies which have been conducted by outstanding researchers such as Lenore J. Weitzman, Janice Law Trecker, Marjorie U'Ren, Carol Jacklin, et al. have more than proven the incidence and impact of sex-role stereotypes in all forms of instructional materials. A succinct summary of these efforts and the implications of sex bias in instructional materials has been compiled by the North Carolina Department of Education's Research and Information Center. Entitled "Eliminating Sex Discrimination in Schools", the document cites the role schools play in the development of students, the influence staff members project as models to students, and the obvious importance of the most obvious classroom resource -- the textbooks.

Sexist textbooks tend to illustrate that women have lesser status and limited aspirations/choices; to present women in menial or limited job pursuits; and to imply through stereotyped language that women are helpless, easily dominated, noncreative, and weak. Sexist textbooks also demean the male student. The all-American he-man images projected as the norm for all boys in most texts can be traumatizing to young boys who, by choice, do not wish to dominate, rule, fight, or become star athletes.

Rational people recognize that when stereotyped images are the only images portrayed, the rights of all people suffer. Certainly one wants to recognize the contributions highly trained athletes make to society, but one does not want to discredit the talented violinist who may or may not pursue the sports world. Likewise, not all girls must become wives and mothers. For some, the career world is best. For others, the conventional pursuit of the role of wife and mother is a highly appropriate aspiration. Still others wish to blend both options. Title IX does not imply that all girls must pursue a business career or be aggressive athletes; nor does it require that boys feel bad if they want to hunt, fish, play sports, etc. What Title IX does say is that the programs, policies and practices employed for one sex must be open to the choice of the other.

Modeling sexist language, using sexist instructional materials, establishing a sexist learning center environment, and reinforcing stereotyped behaviors are all ways an uninformed teacher/parent can negatively influence children and limit their hopes, dreams, or aspirations. Striving to eliminate such sexist behaviors can be a positive step toward equity--human acceptance, human dignity.

3. What can be done if publishers continue to produce and disseminate materials with little or no adaptation regarding sexist or racist portrayals?

If awareness levels regarding the impact of sexist/racist stereotyping in instructional materials are not sufficiently high for publishers to voluntarily and affirmatively move toward change, the following strategies may provide the impetus for change:

A) Put pressure on publishers by a network, e.g., by individuals, professional groups and community groups. The establishment and implementation of a coordinated bombardment of letters, phone calls, personal contacts, etc., to publishers can be effective. As a large group of consumers and potential consumers register their concerns regarding stereotypic portrayal of both sexes and minority groups, publishers may be convinced to change their policies.

B) Design and implement staff development for instructional personnel. The implementation of a series of staff development activities can be effective to assist teachers to use sexist/racist materials as lessons related to the negative impact of stereotyping. Thus, as teachers continue to use existing materials which reinforce sex/race stereotyping, they can use the same materials as the focuses for lessons related to the inequities which result from stereotyping.

C) Establish and implement criteria for the selection of instructional materials. Boards of education can be encouraged to develop and implement a set of criteria which can be used in the selection and adoption of instructional materials used by districts.

D) Develop legislation related to criteria for instructional materials used in public schools. In an attempt to eliminate instructional materials which reflect racist/sexist values, some states have enacted legislation (e.g., California Education Code 9240) which lists the criteria that must be met for all instructional materials adopted by the state. Legislators in other states might be encouraged by human rights groups to introduce and pass similar legislation.

E) Acquire instructional materials related to the role and contributions of women and minorities. The development of a resource list of materials, and the acquisition of same related to the role and contributions of women and minorities, would serve as a good beginning to balance the collection of materials available to teachers and students.

F) Conduct staff development activities related to sexism and racism in the classroom and develop ways to counteract them. Instructional personnel can learn alternative ways of presenting materials, displaying materials, designing curricula, providing models, etc., which would eliminate stereotyping.

G) Develop and implement courses/units related to human rights, the roles and contributions of women and minority groups, etc.

F. Other Human Rights Issues

1. What persuasive means can be used to convince overworked governing bodies and/or administrators that there is a need to maintain all civil rights areas as a priority so that the needs of all boys and girls are equitably met?

A study of the priorities set by the board of education may result in finding a commitment to the development of the potential of all pupils. Such an idealistic statement can easily be buried. These days, school districts and agencies are faced with increasingly complex pressures and situations, such as a decrease in financial support, declining enrollment, collective bargaining, PL 92-142, Title IX, declining local control, etc.; and administrators and boards of education may be resistant to implementing programs for specific special interest groups.

The most persuasive means may be to have a program developed with sufficient material and human resources to assure board and administrators that the program can be implemented effectively with little or no additional demands on time or resources.

The development of curriculum related to the generic issues in the human rights movement may be more appealing and actually more effective than a fragmented, shotgun approach in trying to cover all the bases. An integrated instructional program related to the rights, roles, and contributions of people may indeed result in a greater appreciation for the diversity among people and the richness in our lives because of that diversity.

2. Do sex equity strategies have to differ to be appropriate for groups representing different socioeconomic levels and cultural backgrounds?

Many strategies* can be used to get the support groups for one civil rights area to meaningfully embrace the concerns of the others.

Many educators contend that democratic education should list cultural pluralism as a priority and goal. These same educators also argue that the rich cultural mix in America--the different values, customs, traditions, and religions--can expand everyone's horizons as it affects all aspects of life, including sex-role attitudes and issues of equity.

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*The ideas expressed here are adaptations of suggestions presented in Taking Sexism Out of Education, pp. 93-99, listed in the bibliography of Chapter V.

Some of the possible strategies and action steps that might be used to meet the educational needs and strengths of various socioeconomic and cultural groups include:

Federal Education Agencies and Foundations

- Organize on a national or regional level a network or clearinghouse for information exchange concerning multicultural personnel, materials, and programs.

- Conduct and encourage research into the problems and concerns shared by minorities--in particular, minority women in education.

State Department of Education

- Interpret the Title IX mandate recognizing the need for multiculturalism and the double jeopardy of sex and race.

- Encourage and provide equal employment opportunities for hiring minorities and women in management/administrative and decision-making positions.

- Provide technical assistance and training for educators, counselors, and administrators to sensitize them to the special needs and concerns of minorities and women.

- Require teacher training and certification programs to include intense self-evaluation of sensitivity to racism/sexism.

Local Education Agencies

- Provide adequate encouragement and career training opportunities for minorities and women.

- Invite minorities as active community participants and resource personnel.

Education Institutions

- Develop, implement, and evaluate multicultural, nonsexist experiences on a regular basis in the school setting.

- Analyze instructional materials, tests, and media to become cognizant of the omissions, biases, and stereotypes in materials (print and nonprint).

- Recruit minorities and women into administrative, faculty, and student ranks.

- Encourage and preserve bilingualism and multicultural values in the school curriculum.
- Actively recruit community resources and community participation.
- Develop an ongoing evaluation system to monitor school programs that involve minorities.

3. When will true equity be achieved?

Recognizing that the term "equity" is defined as being that which is fair and just, it becomes apparent that true equity in educational institutions can only be achieved totally when the following schematic diagram,* or a similarly complex plan, is fulfilled.

PROGRAMS
Educational plans provide for equal opportunities for all students, encourage individual fulfillment of nonbiased and stereotyped aspirations, and are continuously reevaluated to ensure that the skills, theories, and concepts used by all reflect an accurate data base.

SKILLS
"Educarers"** possess the training necessary to integrate the facts, concepts, and theories into day-to-day practices, with all people.

THEORIES
Observations and thoughts regarding equity issues are reasonable and in concert with the sound principles of education and humanness.

CONCEPTS
Basic ideas of equity are generally accepted by all people.

FACTS
All operate from an accurate data base which is clearly interpretable.

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*Initial staircase headings have been suggested by Dr. Shirley D. McCune, Resource Center on Sex Roles in Education, Washington, D.C., and through informal communication with Dr. Robert Carkhuff, Carkhuff Associates, Amherst, Mass.

**A blending of education and caring, thus educators who are concerned, take an interest in, and watch over their charges, as well as give attention to dispensing knowledge. This term is by courtesy of Ambrose Bruselton, Ohio State Department of Education, Columbus, Ohio.

Thus, equity for all will exist when the facts and rules are clear to all people, when the concepts are universally accepted, and when sound theories are applied in everyday situations by individuals who possess the skills necessary not only to discern that which is discriminatory, but also to plan, implement, and evaluate programs which are nondiscriminatory, nonbiased, and lend themselves to a fair and affirmative posture. True equity can only be achieved if people want it to be attained and are willing to work diligently to accomplish each level of this uphill challenge.

CHAPTER IV

ADDRESSING SPECIFIC CONCERNS OF...

Title IX and the quest for sex equity affect all professional educators, support personnel, students, parents, and community members at large who take an interest in the educational process. Issues germane to the specific job functions/interests of the various clientele must be considered if change is to occur and sex equity to be attained. This chapter outlines specific issues that administrators, members of the community, counselors, instructional personnel, media specialists, physical activity staff, postsecondary personnel, students and/or vocational educators might face while moving TOWARD EQUITY.

The worksheets developed here represent an application of the components described in Chapter II of this book. Issues which relate to identified target populations are raised as they might confront an area of concern (administrators, counselors, and so forth). Projected outcomes are outlined and a set of recommended change strategies is suggested in light of pre-identified constraints. These strategies are then further developed and presented as possible action steps suitable for implementation in order to achieve the desired outcome(s) and thus come full circle and resolve the issue. In addition, resources and cross-references to other areas of possible concern (instructional personnel, students, vocational educators, and so forth) are offered when appropriate.

It is recognized that most issues are complex and may well require the talents, strategies, and action steps of a number of groups. Therefore, every effort has been made to delineate specific areas of concern, so that the people involved will have a point of reference if a topic becomes a real issue for their consideration or solution.

For example, most groups are charged with accepting the role of change agent, and myriad alternatives are suggested: Administrators are encouraged to establish a network for change, and action steps are pointed out. Counselors are directed to work toward change by analyzing existing discrimination and developing problem-solving techniques for their clients. Students are counseled to examine a variety of materials and methods related to change, to learn skills in becoming change agents, and to apply the skills to their own situations.

Of course, all strategies may be appropriate for different individuals from all groups. There may be administrators who need to learn the basic skills; there may be counselors who are adept at establishing change networks; and so forth. Thus, it is advisable for all readers to study all sections, because the strategies and action steps outlined for one issue or one group may be quite applicable to other issues or other groups.

Real-life case studies which combine many of the issues presented in this chapter are offered as exercises in Chapter VI. Sex equity advocates and candidates for leadership in the movement toward equity will want to master the process presented here, become familiar with the solutions related to these simply stated issues, and then advance onward to the mastery of more complex problems/change processes.

TOWARD EQUITY

A. Administrators

Those persons in educational management who address issues related to the implementation of the policies of the governing board and the rules and regulations adopted by local, State, and Federal agencies. The role of the educational administrator/manager is to move the organization toward the fulfillment of its broad educational goals while being cognizant of all constraints.

This section addresses issues related to the achievement of sex equity as viewed by administrators. In these days of dynamic educational challenge, administrators across the country are faced daily with (1) intense pressures from a variety of people and vested interest groups; (2) increased pressures related to the ever-spreading collective bargaining processes; (3) stress caused by declining enrollments and limited sources for fiscal support; (4) a greater volume of more complex legal mandates from every quarter; and (5) possible polarization among staff and community members regarding educational priorities, including sex equity in education. While all of those challenge areas are not specifically resolved in the following worksheets, the processes used to resolve the issues which are stated could be applied as creative administrators design, select, consider, construct, critique, cajole, console, implement, and/or evaluate progressive change efforts related to any priority.

While reviewing the issues, strategies, and action steps suggested in this section, it is important to remember that each school staff member (e.g., custodian, teacher, principal, or superintendent) and each community member could be an agent for change. The position one holds or does not hold in the hierarchy of any given organization/agency does not necessarily determine the success or lack of success one might have as a contributor to the process used to obtain sex equity or to accomplish any other priority infusion. Likewise, the active support by the administration, governing board, staff, and community or student leaders would facilitate and enhance the success of any effort to change.

The establishment of an active network which effectively cooperates on priority issues is essential if sex equity is to become a reality for the constituents of any educational setting. Such a network could lead to the establishment of an ongoing advisory committee which could provide consistent, continuous leadership so as to open more equitable opportunities and options for members of both sexes.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Board, Community

Specific Issue: 1. Working with a board and community who view sex equity as a low priority.

Projected Outcome(s)

1) To develop a school district and community environment where equal treatment on the basis of sex is a high priority.

Recommended Change Strategies

1) TRAINING of board and community members on equity requirements.
2) AWARENESS ACTIVITIES for board and community members.
3) COLLABORATIVE CONSULTATION with community organizations.
4) RESOURCE LINKAGE with community organizations.

Constraints:

Presence of:
1) Board resistance to change.
2) Community resistance to change.

Lack of:
1) Commitment within board and community.
2) Accurate information.

Resources:

Possible Cross-Reference(s): Community; Negative Attitudes.

Suggested Action Steps

1) Provide information and training for board members and selected key community leaders on laws, regulations and responsibilities.
2) Provide awareness activities for board members and selected key community leaders to [illegible] interest and commitment.
3) Develop, with board members and selected key community leaders, an action plan and activities to outline the steps to proceed.
4) Develop a network of various community agencies to provide information.
5) Communicate results to those involved.
6) Publicize program and involvement in media.
7) Develop continuous self-evaluation and feedback system.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Total school community

Specific Issue: 2. Designing and implementing a fair and consistent grievance process.

Projected Outcome(s)

1) To develop a workable grievance process.

2) To become aware of the process and how to use it effectively.

3) To make effective use of the grievance process as a positive tool in helping to achieve sex equity.

4) To provide periodic evaluation of the process and its use to determine needed changes in policy and procedures.

Recommended Change Strategies

1) AWARENESS ACTIVITIES to develop recognition that a grievance process is not only legally required but a useful, positive tool in moving toward sex equity.

2) TECHNICAL ASSISTANCE and MATERIALS SELECTION/ADAPTATION/DEVELOPMENT to provide models and specifics of the grievance process.

3) CONSULTATION with appropriate district groups to develop process.

4) LEGISLATIVE INTERVENTION to assure board approval of final grievance process.

5) TRAINING of those responsible for administering the grievance process.

6) AWARENESS and TRAINING of school and community groups as to existence and use of the process.

7) DIAGNOSIS and evaluation of the process and the use of the process.

Constraints:

Lack of:

1) Interest and involvement in developing the process.

2) General awareness that the process is available for use.

3) Sensitivity in using the process so that it becomes negative or punitive rather than a useful tool in achieving sex equity.

Suggested Action Steps

1) Inform responsible persons that a grievance process is a legal necessity.
   - ● Develop an understanding that a good process can be a positive, useful tool for the district.
   - ● Offer to charge the sex equity advisory group with the task of developing the grievance process.

2) Obtain sample grievance processes and technical information.

3) Meet with sex equity advisory group to outline the project.
   - ● Develop an understanding of the need for the total process as a useful tool for helping to move toward the district's goal of sex equity.

4) Develop the process.

5) Test and evaluate the process in the committee using mock problems and grievances.

6) Present a draft of the process to various groups - students, parents, teachers, administrators - to determine its clarity, usefulness and involvement.

7) Develop final process and present to top management and the board for approval.

8) Meet with various groups to acquaint them with the process and its use.

9) Establish a plan to ensure ongoing annual information about the process to students, parents, community, and new employees.

10) Develop a plan for periodic evaluation of the process and its use.

Resources:

Possible Cross-Reference(s): Procedures; The Law; Community; Students; Instructional Personnel.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Total staff

Specific Issue: 3. Ensuring equity during declining enrollments, staff cutbacks, etc.

Projected Outcome(s)

1) To develop a vital, continuing program for ensuring sex equity in spite of existing problems, declining enrollments, staff cutbacks, lack of financial support, etc.

Recommended Change Strategies

1) DIAGNOSIS to identify competing priorities.
2) COLLABORATIVE CONSULTATION to determine individuals and areas which can be influenced.
3) TEAM BUILDING to solidify and reinforce commitment and to develop specific plans.
4) AWARENESS ACTIVITIES to keep issues of sex equity in the foreground.

Constraints:

Presence of:

1) Administrative resistance and bias.
2) Competing priorities such as time and money.

Lack of:

1) Resources for funding and support.
2) Cooperation between various groups.
3) Commitment to change.

Resources:

Possible Cross-Reference(s): Money Matters; All the People; Community; Procedures.

Suggested Action Steps

1) Determine the problems and areas competing for priority, time and money.

2) Meet with key groups and individuals.
   - Brainstorm ways in which sex equity concerns can achieve or maintain priority status in light of other pressing issues.
   - Identify groups and individuals influential in decision making (board members, administrators, employee organizations, community leaders, etc.).
   - Identify groups and individuals with interest in sex equity who might be willing to keep the issue in front of the decision makers.
   - Identify sources of state and Federal funding for sex equity that might be willing to keep the issue in front of the decision makers.

3) Form an advisory group with the purpose of ensuring progress toward equity.

4) Develop a specific, multifaceted plan which would be easy for the district to accept and implement.
   - Obtain the cooperation of bargaining units or employee organizations.
   - Certain items such as application of affirmative action procedures in transfers, layoffs, etc., may be incorporated in the contract.
   - An intensive series of in-service awareness sessions aimed at various groups, including the board, is important.
   - Include a reservoir of resources and consultants available at little or no cost to the district.

5) Energize and coordinate efforts of supportive groups and individuals who can keep the issues related to sex equity alive for decision makers.

6) Be creative and resourceful, as decision makers are faced with new problems. Recognize that sex equity is not an entity to be dealt with only when there is time and money. Realize that equity is a concern that must be ever present and incorporated in all decisions and new policies.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Staff

Specific Issue: 4. Ensuring equity and legal compliance in collective bargaining.

Projected Outcome(s)

1) To develop collective bargaining contracts with certificated and classified units which provide equal treatments on the basis of sex.

Recommended Change Strategies

1) DIAGNOSIS of existing and future contracts.

2) AWARENESS ACTIVITIES for all district and association negotiators.

Constraints:

Presence of:

1) Staff resistant to change.

2) Ego involvement in language of existing contracts.

Suggested Action Steps

1) Analyze existing contracts.
   - Determine sexist language.
   - Determine inequitable transfer policies.
   - Determine inequitable extra-duty pay.
   - Determine inequitable leave provisions.
   - Determine inequitable fringe benefit provisions.
   - Determine salary benefits based on sex stereotyping.
   - Determine inequitable pension and retirement plans.

2) Inform all parties of findings.

3) Negotiate with certificated and classified units and board to change inequities found.

4) Provide awareness activities for all district and association negotiators.
   - Determine and distribute legal requirements.

5) Analyze negotiated contracts each year until they are found to provide equal treatment on the basis of sex.

Resources:

Possible Cross-Reference(s):

Procedures; The Law; Community.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Classified staff

Specific Issue: 5. Reconciling discriminatory pay scales for classified staff.

Projected Outcome(s)

1) To restructure job classifications and salary ranges commensurate with skill requirements, necessary training, and difficulty of work.

2) To provide equal employment opportunities and conditions in all classified jobs.

3) To sustain support for those in non-traditional jobs.

Recommended Change Strategies

1) DIAGNOSIS of existing job descriptions and salary levels.

2) AWARENESS ACTIVITIES for administration and classified stuff to provide support for actions to be taken.

3) CONSULTATION with outside agency to review job specifications, skill requirements and salary levels.

Constraints:

Presence of:

1) Discrepancies in pay scale in private business and industry.
2) Authority resistant to change.
3) Classified staff resistant to change.
4) Inaccurate/outmoded job descriptions and skill requirements.

Lack of:

1) Sufficient budget.

Suggested Action Steps

1) Employ outside agency (or assign staff member) to review job descriptions, skill requirements and salary levels for sex discrimination.
   - Redo job descriptions as needed.
   - Develop and recommend new salary schedule to decision-making body (school board).
   - Redo screening devices (job tests, etc.) commensurate with skill requirements as needed.

2) Inform all involved parties of findings.

3) Provide awareness activities in order to minimize problems which will develop with changes.
   - Determine legal requirements.
   - Sell idea that skills can be developed by both sexes.
   - Sell idea that pay levels should be consistent with skill requirements, training, difficulty of work--not sex.
   - Sell idea that both sexes can be employed in all job areas.

4) Develop long-range goals.
   - Provide equal opportunity for work in jobs where males and females are under-represented.
   - Budget sufficient funds each year to reach parity.

5) Provide in-service training for those in non-traditional jobs so they will be able to cope with this changed role.

Resources:

Possible Cross-Reference(s): Procedures; The Law.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Staff

Specific Issue: 6. Improving the communication between faculty and administration concerning goals of sex equity.

Projected Outcome(s)

1) To develop a communication system, leading to equal treatment on the basis of sex, which is efficient and effective and where there is a flow from one part of the organization to another of all relevant information important for each decision and action.

Recommended Change Strategies

1) CONSULTATION with staff to develop communication patterns.
2) TRAINING of staff on how communication patterns will operate and what information will be distributed.
3) TEAM BUILDING within the staff to operate the communication system.
4) RESOURCE LINKAGE with all agencies contributing information.

Constraints:

Presence of:

1) Inadequate communication systems.
2) Communication patterns which do not support equity.
3) Communication systems which only flow downward.
4) Communication systems which provide information viewed with suspicion.
5) Communication systems which provide inaccurate information.

Suggested Action Steps

1) Provide training on laws, regulations and responsibilities of staff.
2) Involve staff in self-evaluation and construction of a communication system.
3) Provide in-service training on how the communication system is to operate.
4) Make appropriate assignments for the operation of the communication system.
5) Suggest guidelines for operation of communication system.
   - Provide for two-way communication.
   - Build up credibility of communication.
   - See that communication is accurate.
   - Provide for continuous, readable communication.
   - See that many avenues (newsletters, memos, group and face-to-face meetings, etc.) are used.
6) Develop a continuous self-evaluation and feedback system.

Resources:

Possible Cross-Reference(s): Instructional Personnel.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Community, Administrators

Specific Issue: 7. Establishing improved communication about sex equity between the administration and the community.

Projected Outcome(s)

1) To improve communication regarding sex equity between school administrators and the community.

Recommended Change Strategies

1) DIAGNOSIS of specific areas in need of improved communication.
2) MATERIALS SELECTION/ADAPTATION/DEVELOPMENT and TECHNICAL ASSISTANCE to determine available avenues for improving communication.
3) AWARENESS and COLLABORATIVE CONSULTATION to develop understanding of the need and strategies for change.
4) DIAGNOSIS to determine an effective communication plan.

Constraints:

Lack of:

1) Recognition of the problem.
2) Interest to respond to the problem.
3) Responsiveness of media or other avenues of communication.

Suggested Action Steps

1) Identify major areas of concern related to sex equity which should and can be addressed by improved communication.
   - Meet with key individuals in the community and district.
   - Examine questions and grievances originating in the community.
   - Collect and tabulate newspaper articles and letters to the editor.

2) Determine the resources and avenues available to improve communication.
   - District public information officer.
   - Local newspapers, radio and T.V.
   - Local consultant pool.
   - District sex equity advisory group.
   - Student publications.
   - District and school publications.
   - Community groups -- NOW, Commission on the Status of Women, National Women's Political Caucus, etc.
   - Student projects and activities.

3) Meet with the district sex equity advisory group (or similar committee) to develop a communication plan which addresses the identified needs and utilizes the available resources.

4) Meet with key groups to develop an understanding and sensitivity to the need for improved communication regarding sex equity. NOTE: Key community groups may be encouraged to request information. This will stimulate recognition of the need to improve communication.

5) Present plan to the board and begin implementation.

6) Evaluate the effectiveness of the communication plan by various means similar to the initial assessment of the problem.

Resources:

Possible Cross-Reference(s): Community.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Minorities and women in school/community.

Specific Issue: 8. Improving communication between minorities and women concerning affirmative action goals.

Projected Outcome(s)

1) To improve communication between women and minority groups so that they may effectively work together in achieving affirmative action goals and equity for all groups.

Recommended Change Strategies

1) DIAGNOSIS to determine depth and extent of problem(s).
2) TEAM BUILDING to bring representatives of interest groups together to solve the problem(s).
3) AWARENESS training for various groups to develop a sensitivity and understanding of others.
4) DIAGNOSIS should be continuous as part of an evaluation process.

Constraints:

Presence of:
1) Entrenched animosity between groups.
2) Competing affirmative action goals between minorities and women.

Lack of:
1) Interest in understanding other groups.
2) Communication between special interest groups.

Suggested Action Steps

1) Determine areas of agreement and conflict between women and minorities with regard to achieving affirmative action goals.
   - Discuss the problem frankly with individuals and small groups.

2) Establish an affirmative action advisory committee if one does not exist. Take care to ensure a representative and fair balance of special interest groups in committee's membership.
   - Present the problems and data collected.
   - Obtain agreement that this is a problem which must be addressed frankly and earnestly.
   - Re-examine affirmative action goals to determine if they are realistic and fair to all groups.

3) Sensitize the administration and board members to the problem. Assure them that the affirmative action committee is formulating plans which will address the problems. Invite them to future training sessions.

4) Plan a series of awareness activities aimed at addressing the problem(s).
   - Each special interest group must become informed of and sensitive to the needs and problems of the others.
   - In addition to separate awareness sessions, hold some joint workshops. Plan these to result not only in appreciation and understanding, but in specific plans for moving toward affirmative action goals.
   - Conduct staff development programs for those interested in upward mobility and make a special effort to invite women and minorities.

5) Evaluate the effectiveness of the plan. Constant communication with key individuals and groups is vital if smooth and steady progress toward a goal of equity for all is to be made.

Resources:

Possible Cross-Reference(s): Other Human Rights Issues.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Total school/community

Specific Issue: 9. Establishing a network for change.

Projected Outcome(s)

1) To develop a network within the district and in the community which can work in a complementary, reinforcing way to effect change and achieve sex equity.

Recommended Change Strategies

1) DIAGNOSIS to become aware of the many people and groups with interest in sex equity.
2) TEAM BUILDING to form a coordinating nucleus for the network.
3) TRAINING to assist interested people in learning how to influence decision makers.
4) RESOURCE LINKAGE strategies to bring together the people and resources to implement the network.
5) COLLABORATIVE CONSULTATION to keep the efforts directed and moving toward change.

Constraints:

Presence of:

1) Feelings of powerlessness and mistrust.
2) Domination and control by leadership in power.
3) Conflict and divided loyalties.

Lack of:

1) Knowledge concerning types of linkage (written media, person-to-person exchange, nonprint resources, etc.).
2) Trained advocates.
3) Positive methods of empowerment.
4) Emotional support for equity supporters.

Resources:

Possible Cross-Reference(s): Community; All the People.

Suggested Action Steps

1) List all of the individuals and groups you have personal contact with that are supportive of achieving sex equity in the schools.

2) Meet with some of those on your list and ask them to make similar lists.

3) Take a leadership role in forming a community-based task force for sex equity in the schools.
   - Solicit membership by using the lists you have developed.
   - Try to include a wide range of people in the task force. It can be the place to bring together many points of view and interests.

4) Take a leadership role in forming a district sex equity advisory committee.
   - See that a task force member has a seat on this committee.

5) Take a leadership role in developing a pool of consultants to stimulate and assist the schools and community groups in their efforts to achieve sex equity.

6) Train interested parents and other community members in how to influence the local school personnel, as well as the school board, to move toward sex equity.

7) Publish a periodic newsletter outlining progress and soliciting assistance in various areas. Disseminate as widely as possible.

8) Keep the community task force vital and moving. It can be very influential in moving the board and top management toward change for sex equity.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Total staff, students, parents, community groups.

Specific Issue: 10. Developing and utilizing a cadre of local consultants for sex equity.

Projected Outcome(s)

1) To develop a pool of qualified consultants to assist school and community groups with information and in-service needs.

2) To disseminate information about the consultant-pool availability, suggested uses, etc.

3) To utilize school/community consultant pool.

4) To evaluate the effectiveness of consultants and their uses.

Recommended Change Strategies

1) DIAGNOSIS to identify areas of need for consultant assistance.
2) RESOURCE LINKAGE to contact possible consultants.
3) TEAM BUILDING to identify strengths and delineate consultant roles.
4) AWARENESS ACTIVITIES to inform groups as to use of consultant pool.
5) POST DIAGNOSIS to determine effectiveness of individual consultants and use of the consultant pool.

Constraints:

Lack of:

1. Qualified volunteers to serve as consultants.

2) Interest in utilizing consultants.

Suggested Action Steps

1) Identify areas of need among staff, students, community.
   - Review compliance assessments.
   - Tabulate questions, concerns, problems.
   - Conduct informal interviews and visitations.

2) Identify individuals and groups willing to serve as consultants.
   - Establish criteria for selection of consultants with appropriate skills.
   - Develop a form describing purpose and areas of need to distribute to prospective consultants. Include space for data on consultants (how to reach; when available; fees, if any; topics they deal with; qualifications; etc.).
   - Contact key supportive district and community people to solicit help.
   - Distribute, collect and tabulate forms.

3) Organize the information on a handout so that it can be easily used by interested groups. Make topics as specific as possible.

4) Disseminate handouts by mass mailings, at meetings of various groups, and to key individuals. Try introducing a consultant at a meeting with a "teaser" of what she or he might offer.

5) Develop a simple evaluation tool to determine effectiveness of the program as well as of individual consultants.

6) Tabulate evaluation data periodically.

Resources:

Possible Cross-Reference(s): Community; Students.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Total staff, students, parents, community groups.

Specific Issue: 11. Establishing a sex equity advisory group.

Projected Outcome(s)

1) To establish a district advisory group to assist in coordinating sex equity activities.
   - needs assessment
   - in-service training
   - policy and procedures
   - evaluation
   - periodic progress reports to board and superintendent.

Recommended Change Strategies

1) AWARENESS of need for advisory committee stimulated informally at grass-roots level.
2) AWARENESS ACTIVITIES with board and top management so need for advisory group is recognized.
3) RESOURCE LINKAGE to develop the group to be representative of various levels and groups.
4) TRAINING of advisory group to establish base of information, awareness and need.
5) TEAM BUILDING to establish group roles and processes.

Constraints:

Lack of:

1) Interest at grass-roots level.
2) Administrative or board support.
3) Clearly defined purposes and goals for advisory group.

Resources:

Possible Cross-Reference(s): Community; Students; Instructional Personnel.

Suggested Action Steps

1) Meet with various groups formally and informally.
   - Develop recognition of need and usefulness of advisory group
   - Contact teachers, students, parents, administrators, special interest groups.
2) Develop draft outline of advisory group composition, purpose, activities.
3) Meet with the superintendent to present need and usefulness of advisory group.
   - Take one or two key people (parent, student, teacher) to meeting.
   - Offer to meet with superintendent's cabinet.
   - Present outline of plan to inform board.
4) Develop ad hoc steering committee to refine plans and develop involvement of various groups.
5) Present plan to form advisory group to the board.
   - Lay groundwork for board to eventually review a written procedural guide for implementation of their adopted policy of sex equity in the district. (This guide might be one of the advisory group's major projects).
6) Convene advisory committee.
   - Establish purpose, goals, scope, authority and group processes at first meeting.
   - Determine means of evaluating and reporting progress.
   - Develop timeline, including roles and responsibilities for accomplishing goals.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Managers

Specific Issue: 12. Helping administrators accept their role as change agents.

Projected Outcome(s)

1) To develop knowledge about, and skills to bring about, planned change.

2) To assist the school (and programs) toward greater improvement in sex equity.

Recommended Change Strategies

1) AWARENESS related to change and to conflict in change.

2) TRAINING in the area of changes and the change process.

3) TECHNICAL ASSISTANCE to include development of collaborations and team building.

Constraints:

1) Managers often feel that they are too busy with the status quo to effect any change.

2) Managers need ongoing support and reinforcement to implement change.

Suggested Action Steps

1) Establish an atmosphere in which planning for change and change itself are reinforced; where risks can be taken. Discuss and provide training in the components of change.
   - The behavior of personnel toward change.
   - The conflicts which arise as a result of change.
   - The role of the facilitator/change agent in change.
   - Processes to bring about change.
   - Collaborations in change.
   - Skills needed to bring about change.

2) Design and implement an in-service program to help managers develop the skills to bring about change in their own schools/programs.

3) Develop a plan of action with each manager to bring about sex equity in his/her school or program.
   - Conduct a needs assessment of the program/school.
   - Develop objectives.
   - Develop specific and alternative activities/action to meet objectives.
   - Develop a monitoring system.
   - Develop list of resources available to staff.

4) Provide assistance to site managers in the implementation of action plan.

5) Discuss with managers an evaluation of the action plan and their role as change agents.

Resources: Idea, Principals and the Challenge of Change.

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): General staff

Specific Issue: 13. Developing an effective in-service training program for certified and classified employees.

Projected Outcome(s)

1) To assist all staff members -- certified and classified -- in the development of styles of behavior which support sex equity concepts.

Recommended Change Strategies

1) AWARENESS of staff through TRAINING and TECHNICAL ASSISTANCE.

2) TEAM BUILDING to work cooperatively with both groups of personnel to develop a team approach toward common goal.

3) MATERIALS SELECTION/ADAPTATION.

4) RESOURCE LINKAGE to assist all future activities.

Constraints:

1) Release time for some classified staff members may create internal problems.

2) Voluntary involvement/participation may result in few participants.

3) Mandated participation may result in resentment.

Suggested Action Steps

1) Develop an in-service program for staff members. Include classified and certified employees in planning. The program will include:
   - development of awareness related to the negative effects of sex stereotyping and the ways in which sex stereotyping is continued in schools.
   - strategies which can be utilized in the classroom, in the school offices, in the maintenance areas, in transportation services, etc., to combat sex stereotyping.
   - resources available to all staff members.
   - effects of sex bias and discrimination in everyday life.
   - sources to which women who have been victims of discrimination can appeal.
   - laws which prohibit sex discrimination.

2) Implement the program.
   - Plan the program to provide large-group sessions with the maximum interaction between and among classified and certified staff.
   - Plan small-group sessions to develop strategies for in and out of the classroom.
   - Provide alternative opportunities for participants.
   - Provide resources (human and material).

3) Evaluate program with classified and certified personnel representatives. Design future activities and plans.

Resources:

Possible Cross-Reference(s): Instructional Personnel; Negative Attitudes; The Law.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Board members

Specific Issue: 14. Designing and implementing training sessions for school board members.

Projected Outcome(s)

1) To assist the board in providing leadership to bring about sex equity in the district.

Recommended Change Strategies

1) AWARENESS of the problem related to sex-role stereotyping.

2) TRAINING related to the role and responsibilities of the board in adopting policies.

3) LEGISLATION and state guidelines which require the adoption of policies related to equity.

Constraints:

1) The board may feel that the implementation of Title IX is not a high priority.
2) The board may feel they have done their share by adopting policies
3) Proposition 13* and other concerns may be too time consuming for the board to seriously consider other issues.

* Proposition 13 -- a California State initiative action which had national repercussions in regard to school finances.

Suggested Action Steps

1) There are several ways in-service training can be provided for board members: (a) with managers; (b) with other employees; (c) with some or all board members. Examples:
   - sessions on sex equity at conferences.
   - presentations at study sessions of the board on Title IX, the reason for it, and strategies to reduce the degree of sex bias in public schools.
   - individual study, reading the literature, observation at schools.

2) The board should adopt policies related to
   - affirmative action.
   - Title IX implementation.
   - equal opportunities in employment and programs.

3) The board should ensure the full implementation of the policies and the monitoring of same.

Resources:

Possible Cross-Reference(s): The Law; Procedures.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Women and minorities who desire positions or promotion in management.

Specific Issue: 15. Providing leadership training for women and minorities who desire positions in management/administration.

Projected Outcome(s)

1) To increase the number of women and minorities in management positions in the school district.

2) To develop a leadership training program for women and minorities who desire positions or promotion in management.

3) To develop a communications network among women and minorities who are seeking positions or promotions in management.

Recommended Change Strategies

1) AWARENESS of potential managers and potential opportunities in management.
2) DIAGNOSE district opportunities as well as participants' needs.
3) TRAIN participants in leadership skills; train trainers (mentors, district managers).
4) Provide TECHNICAL ASSISTANCE and consultation.
5) Develop network among participants which will be a future RESOURCE LINK.

Constraints:

1) Size of district may be a problem. Small districts may want to join together for such a program.

2) Duplication with higher institutions. If it is a duplication, collaborative efforts may result in a stronger program.

Resources: Local colleges and universities; District managers; Organizational Behavior by Owens; Moving into Management in Public Education by Kobayashi and Owen.

Possible Cross-Reference(s): Other Human Rights Issues.

Suggested Action Steps

1) Develop a plan/program with a variety of opportunities through which participants can develop leadership skills as well as common learning experiences.
   - Involve, if possible, local colleges and universities.
   - Involve managers in developing the objectives and activities of the program.
   - Identify managers who could and would serve as resources.
   - Identify areas in which participants can serve as trainers.
   - Train potential mentors.

2) Identify people who are interested in positions or promotion in management.
   - Survey the staff for participants.
   - Seek nominations from managers.
   - Conduct informational meetings.

3) Conduct an orientation meeting of participants.
   - Conduct individual needs assessments.
   - Disseminate schedule for common learning experiences.
   - Determine specific objectives for/with each participant; identify specific and general learning experiences.
   - Schedule individual counseling sessions with identified mentors (members of current management staff).

4) Conduct common learning experiences/workshops on such topics as:
   - Organizational climate theory.
   - Community involvement.
   - Categorical funding.
   - Decision making.
   - Law and finance.
   - Conflict resolution.
   - Personnel administration.
   - Application procedures (writing letter of application and resume, researching job/district, preparing for interview, etc.).

5) Assist participants in applying for positions.

6) Develop network within/without the group for mutual support, encouragement, etc

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Personnel directors, Superintendents.

Specific Issue: 16. Developing active recruitment and an applicant pool of qualified women and minorities.

Projected Outcome(s)

1) To develop a large pool of qualified women and minorities who will apply for management positions.

2) To design a process to disseminate job announcements through a variety of sources.

3) To establish and implement a process of nonbiased screening and interviewing.

Recommended Change Strategies

1) Develop AWARENESS of those agencies which can assist the district.

2) TRAIN personnel in providing equal opportunities.

3) DIAGNOSE (evaluate) current procedures and revise as appropriate.

Constraints:

Presence of:

1) Tradition and resistance to change.
2) Discriminatory hiring practices in spite of affirmative action plans.

Lack of:

1) Administrative support.
2) Trained and supportive personnel to implement change.

Resources: College and university placement officers; Community and community organizations; Staff.

Possible Cross-Reference(s): Procedures.

Suggested Action Steps

1) Survey the following:
   - staff members
   - college and university placement officers
   - community people and groups
   - professional organizations
   - ethnic/racial/women's groups and organizations and agencies which have ways of disseminating job announcements to potential applicants
   - other districts
   - county offices of education

2) Notify all of the above and others of the district's intent and desire to seek and place women and minorities in all classes of positions.

3) Notify all of the above (#1) and others of any job openings.

4) Evaluate, revise (if necessary), and monitor application procedures to ensure equal opportunities.
   - Check forms being used; change if necessary.
   - Provide in-service training to all personnel (certified and classified) who handle and respond to inquiries related to job announcements.
   - Develop criteria for positions which become available.
   - Establish paper-screening committee. Have committee use criteria in screening.
   - Establish and train an interview committee.

5) Provide leadership training opportunities for district women and minorities who wish to move into management.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Administrators

Specific Issue: 17. Designing and implementing training sessions for administrators to ensure sex equity.

Projected Outcome(s)

1) To develop managers who are more knowledgeable about the negative effects of sex stereotyping and who have the skills to ensure sex equity in their schools/programs.

Recommended Change Strategies

1) AWARENESS of managers regarding the ways in which schools perpetuate sex stereotyping and the negative effects of sex stereotyping.

2) DIAGNOSIS of attitudes and skills of managers.

3) CONSULTATION to implement workshops to TRAIN managers.

4) TECHNICAL ASSISTANCE to provide ongoing assistance and suitable materials.

Constraints:

1) Reluctance of managers to be involved because of time and focus.

2) Monies for consultants.

3) Subject not considered a priority.

Suggested Action Steps

1) Develop an in-service training program. The plan should include:
   - specific objectives for each session
   - activities for each objective
   - list of resources (human and material)
   - ways to evaluate sessions
   - schedule of events
   - support of management
   - determination of administrators' level of knowledge

   The content should include:
   - consciousness-raising/awareness activities
   - explanation of the letter and spirit of Title IX
   - examples of sex stereotyping in schools
   - strategies to bring about change
   - strategies to build coalitions among the school community to implement change
   - resources (human and other) available

2) Develop, schedule; arrange for time, site, etc.

3) Arrange for college units, if desired/possible.

4) Arrange for facilitators.

5) Implement training sessions.

6) Publicize training sessions and resultant commitment to sex equity.

7) Provide list of material and human resources to managers.

Resources: Weitzman - Words and Images of Males and Females in Textbooks; Kobayashi, Mahon, Owen - Title IX Implementation; resource lists from Project Equity, Far West Labs, State Department of Education; Commissions on Status of Women; Chapter V.

Possible Cross-Reference(s): Negative Attitudes; Instructional Materials.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Managers

Specific Issue: 18. Strengthening the position of the Title IX Coordinator.

Projected Outcome(s)

1) To utilize the strength, leadership and support of the Title IX coordinator in realizing sex equity.

Recommended Change Strategies

1) AWARENESS of the managers and staff that there is a need for sex equity and that the Title IX coordinator has resources to offer.

2) DIAGNOSIS of the situation. Is the Title IX coordinator seen as a leader with commensurate services?

3) CONSULTING and TRAINING the Title IX coordinator relative to his/her role.
   - Develop a team to support the goals of the program.
   - Adopt policies and procedures to attain equity.

Constraints:

1) Title IX coordination is a tag-on responsibility for one who is not very committed to its goals.

2) Title IX coordination is assigned to a low-level manager.

3) Title IX --or sex equity --is not a priority among managers.

Suggested Action Steps

1) Clearly identify the goals and the specific objectives for having a Title IX coordinator.

2) Publicize, seek and appoint a qualified person to the position.

3) Identify, delineate, and discuss with other managers the role and responsibilities of the Title IX coordinator.

4) Develop a plan of action to meet the goals and objectives of this program.

5) Provide adequate human and financial support resources to meet the objectives.

6) Monitor and evaluate the activities of the program.

7) Publicize and support the activities of the program.

8) Establish an advisory committee of board representatives, community members, staff, students, etc., to provide recommendations and support to the program.

9) Reinforce the efforts of the Title IX coordinator and advisory committee; adopt necessary policies.

10) Ensure the attendance of the superintendent, other high-level administrators, board members, etc., at activities conducted/sponsored by the Title IX coordinator.

Resources: See Chapter V.

Possible Cross-Reference(s): Procedures; Community; Instructional Personnel; Students.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Management staff

Specific Issue: 19. Establishing incentives (rewards) for members of management who demonstrate evidence of achieved sex equity practices.

Projected Outcome(s)

1) To develop an environment which encourages decision making that will lead to sex equity in education.

Recommended Change Strategies

1) TRAINING programs for management personnel.
2) AWARENESS ACTIVITIES for management personnel.
3) DIRECTIVE information for management personnel.
4) TEAM BUILDING within the management staff.

Constraints:

Presence of:

1) Staff resistance to change.
2) Apathy.
3) Threatened and hostile top administrators.

Lack of:

1) Creative management evaluation techniques.
2) Administrative support.
3) Interest and commitment.
4) Clear guidelines concerning promotion and incentive criteria.
5) Role models in top administrative hierarchy.

Resources:

Possible Cross-Reference(s):

Suggested Action Steps

1) Provide awareness activities for management staff on how to proceed, and to gain interest and commitment.

2) Provide training programs for management personnel on what behavior is expected.

3) Direct staff to take appropriate action.

4) Model appropriate behavior by top management.

5) Provide rewards for management staff members who demonstrate evidence of sex equity practices.
   - Provide desirable (status) positions on team assignments.
   - Distribute information (newspaper articles, newsletters, etc.) to staff and community on assignments.
   - Provide information to board of education on successes of management staff members.
   - Appoint successful administrators to leader positions.
   - Structure the work so that subordinates can make substantial contributions to their major goals.
   - Provide recognition for "good" behavior.
   - Allow greater flexibility and freedom for "good" behavior.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Community

Specific Issue: 20. Working with a community whose diverse cultural background cannot accept equity on the basis of sex.

Projected Outcome(s)

1) To develop an environment in a diverse cultural community where equal treatment on the basis of sex is accepted.

Recommended Change Strategies

1) TRAINING of community representatives.
2) AWARENESS ACTIVITIES for community representatives.
3) CONSULTATION with outside representatives of cultural groups.
4) COLLABORATIVE CONSULTATION with representatives from various diverse cultural groups.

Constraints:

Presence of:

1) Cultural values which do not accept equity on the basis of sex.
2) Resistance to change.

Lack of:

1) Commitment to change.

Suggested Action Steps

1) Select key leaders from diverse cultural group.
2) Provide information and training for representatives from diverse cultural group.
    - Cover laws and regulations.
    - Employ outside consultants from same diverse cultural group to provide training.
    - Include background on cultural beliefs which have led to inequity on the basis of sex.
3) Provide awareness activities for representatives to gain interest and commitment.
4) Develop, with representatives, an action plan and activities to outline the steps to proceed.
5) Communicate results to those involved.
6) Reinforce activities and individuals carrying out the activities which are supportive of equity.
7) Publicize the program through the media.
8) Establish a lay, advisory committee composed of representatives from the diverse cultural groups to provide continuous self-evaluation and feedback.
9) Provide outreach services for female representatives from the diverse cultural group.

Resources: Civil Rights Digest, a quarterly of the U.S. Commission on Civil Rights, Spring 1974, Washington, D.C.

Possible Cross-Reference(s): Community; Other Human Rights Issues.

CCSEE - II WORKSHEET

Area of Concern: ADMINISTRATION

Target Population(s): Staff, students, parents

Specific Issue: 21. Designing and implementing nonsexist programs for compliance in special education.

Projected Outcome(s)

1) To insure that special education programs provide equal treatment on the basis of sex.

Recommended Change Strategies

1) DIAGNOSIS of existing special education programs.

2) AWARENESS ACTIVITIES for staff and parents.

3) MATERIALS SELECTION/ACADEMIC DEVELOPMENT of classroom materials.

Constraints:

Presence of:

1) Staff resistance to change.

Lack of:

1) Sufficient budget to purchase new materials.
2) Nondiscriminatory classroom materials.

Suggested Action Steps

1) Analyze existing special education programs for sex discrimination.
   - Review assignment of student procedures.
   - Observe classroom educational practices.
   - Review special services provided.
   - Observe classroom control and discipline practices.
   - Observe practices followed on appearance requirements for students.
   - Examine career guidance provided for employment.
   - Examine existing procedures including testing.

2) Inform all involved parties of findings.

3) Provide awareness activities for staff.
   - Demonstrate proper procedures and process.

4) Review classroom materials used.
   - Inform parties of findings.
   - Discard biased materials.
   - Secure nonbiased materials.
   - Provide in-service training for staff on how to use biased materials if no nonbiased materials are available.

5) Establish nonbiased entry procedures, including testing.

Resources:

Possible Cross-Reference(s): Students; Instructional Personnel; Instructional Materials; Other Human Rights Issues.

B. Community Members

Those individuals whose major involvement with the educational process comes from without, rather than within, the educational institution.

The issues treated in this section are directed to people both inside and outside of the educational system who wish to effect change and help in the establishment of sex equity by working with community members. In general, the following overview comments are applicable to any person or group involved in such activity.

American people have a strongly ingrained sense of fair play and equality--perhaps more than any other people in the world. They want to believe that everyone has an equal chance, equal opportunities. It is only in looking at the ways in which this can be achieved that differences arise.

The community carries enormous potential for effecting change. The major forces both for and against implementing sex equity in the schools come from the community. Whether working with people who want change tomorrow, or with people who want to set the clock back a hundred years, the person(s) seeking to change the community should start to work from the place those people are, to look at things from their perspective. The change agent should listen to people and hear them, and should stress points of agreement as efforts to change progress.

It is important not to assume that a person, or a group of people are going to be opposed to sex equity. Sometimes the most unlikely people prove to be advocates! Even when people are not advocates for sex equity, if they hear what is said and know why the change agent is advocating sex equity, they can usually appreciate the basic fairness of the laws and will not form an active opposition. In some cases, this is the best that can be expected.

Working with people opposed to sex equity: When working with community people who hold traditional values and who are neutral to or opposed to sex equity, change agents should remember that many of the traditional values those people hold have validity. It is not a matter of challenging the validity of those beliefs, but of working with them to determine whether the education they would like their children to receive is appropriate to the world and the lifestyles their children will face in the future. People need to know the statistical facts on the likelihood of their daughters working to support themselves for 25-45 years and the concomitant likelihood of their sons sharing in the keeping and maintaining of the home, the accomplishment of housework, and the tasks associated with parenting. They need to know and hear that there is nothing wrong with holding their traditional beliefs and values so long as they do not limit the options of their children--that there is nothing wrong, for instance, with a woman choosing the traditional role of wife and mother so long as she does have other options and so long as it is a free, and not a preconditioned, choice.

Working with community advocates for sex equity: When working with community people who are active advocates for sex equity, one should point out the most effective ways to channel energies in order to make changes--not force immediate change or expend energy on something that cannot be changed.

Advocates need to know what the laws are, what facts are important to get, how to go about getting them and the best way to present them. They need to know the organization and structure of the school system, which people they have to deal with, and where the lines of responsibility and authority are. They often need to be trained in the skills of interpersonal communication and the most effective ways to develop cooperation. They need to know how to become advocates, how to plan and set realistic and achievable goals and how to monitor and evaluate. They also need to know how to use the media, resource materials, and organizations, as well as their own contacts within the network system. (See Chapter V for a partial listing of such resources.)

Community advocates can spearhead change, especially in cases where there is an unsympathetic or hostile administration. Community advocates can assist school personnel materially in implementing sex equity by:

Working on committees and advisory groups;
Researching funding sources, technical assistance sources, and resources;
Monitoring and evaluating compliance;
Evaluating textbooks and materials;
Dealing with neutral or hostile community members and parents;
Legislative intervention; and
Advocacy.

Working with community members offers a stimulating challenge. Because they are not, for the most part, members of the educational establishment, their attitudes, sense of what can and cannot be done, and ability to effect change differ from the professional educator's and offer exciting possibilities.

CCSEE - II WORKSHEET

Area of Concern: COMMUNITY

Target Population(s): Community advocates for sex equity

Specific Issue: 1. Identifying and involving the leaders of community organizations who have been active supporters and advocates for sex equity.

Projected Outcome(s)

1) To identify community advocates for sex equity.

2) To involve community advocates for sex equity.

3) To give support and recognition to advocates.

Recommended Change Strategies

1) IDENTIFICATION of organizations and individuals supportive of sex equity.

2) TEAM BUILDING by recruiting and involving interested people.

3) TRAINING by providing advocates with knowledge base and skills.

4) SELECTION/ADAPTATION/DEVELOPMENT of materials to assist in implementing sex equity.

5) DIAGNOSIS AND COLLABORATIVE CONSULTATION to ascertain level of compliance and to work for change.

6) LEGISLATIVE, EXECUTIVE OR JUDICIAL INTERVENTION to implement, develop or change policies or laws relating to sex equity.

Constraints:

Presence of:

1) Negative attitudes on the part of some segments of the community that hold conflicting cultural, religious or traditional beliefs.

2) Organized resistance by empowered people (school policy makers, newspaper publishers, media reporters).

Lack of:

1) Time. Advocates and organizations may be overloaded with competing demands for attention.

2) Money and/or personnel to train advocates.

Resources: See Chapter V.

Possible Cross-Reference(s): Positive/Negative Attitudes; Money Matters; Other Human Rights Issues.

Suggested Action Steps

1) Identify all possible sex equity advocates in the community.
   - Get organization list from Chamber of Commerce.
   - Identify organizations most likely to be sympathetic (women's advocate groups, civil and legal rights organizations, etc.).
   - Ask to make a presentation before the group on sex equity in education. Take note of advocates who come forward after the program(s).

2) Build a team of these identified advocates.
   - Meet with advocates from various organizations. Get from them names of other interested people and groups. Build from this base. Utilize media to draw out other interested people.
   - Identify particular interests and skills of these advocates.
   - Formulate goals, develop plans and delineate tasks.

3) Train all advocates, as needed.
   - Develop overall training program for advocates utilizing their own skills as well as those of outside resource people.
   - Include information on the law, grievance process, monitoring and evaluation, and community advocacy skills.

4) Select, adapt or develop materials, as needed.
   - Select or adapt existing resource materials to aid in the elimination of sex bias.
   - Review textbooks and curriculum materials for compliance with state law. Make recommendations.

5) Use the team to diagnose and provide collaborative consultation, as needed.
   - Utilize an ongoing core group to train others.
   - Use monitoring groups to ascertain the extent of school compliance with Title IX and sex equity laws.
   - Appear before school board to get commitment for sex equity.
   - Work with school administration, Title IX officer and other school personnel to gain support and commitment for change.
   - Work with resource organizations to assist with training, technical assistance, etc.
   - Research and identify areas of noncompliance.
   - Work with students to determine their needs.

CCSEE - II WORKSHEET

Area of Concern: COMMUNITY

Target Population(s): Community advocates for sex equity - Continued

Specific Issue: 1. Identifying and involving the leaders of community organizations who have been active supporters and advocates for sex equity - Continued.

Projected Outcome(s)

Recommended Change Strategies

Constraints:

Suggested Action Steps

Continued.

6) Use legislative, executive or judicial intervention, if appropriate.
- Utilize grievance process if consultation process does not lead to change.
- File Office for Civil Rights complaint if grievance process does not lead to change and if there is no good will on the part of school administration.
- Work with legislators to develop appropriate sex equity legislation.

7) Consider other tactics in order to involve leaders in the sex equity efforts.
- Utilize the media to raise awareness levels.
- Develop speakers' bureau to talk to PTAs, parents, and groups neutral or not sympathetic to sex equity.
- Work on continuing to motivate and recognize advocates by means of feedback, publicity, invitations to workshops and conferences, awards, etc.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: COMMUNITY

Target Population(s): Community leaders

Specific Issue: 2. Providing in-service training concerning sex equity for community leaders.

Projected Outcome(s)

1) To make the community in general more aware of and sensitive to sex equity issues.

2) To encourage those community leaders with an expressed interest in sex equity to work within their districts to achieve implementation.

3) To evaluate effectiveness of activities.

4) To provide follow-up support for community advocates.

Recommended Change Strategies

1) AWARENESS ACTIVITES to provide an increased knowledge base and more sensitized community members.

2) TRAINING to provide skills which, if applied, assist in implementing sex equity.

3) COLLABORATIVE CONSULTATION to involve community leaders, school personnel and administrators.

4) DIAGNOSIS to determine the extent of school's compliance with the letter and spirit of Federal and state mandates.

Constraints:

Presence of:

1) Negative attitudes on the part of some students, segments of the community, administrators and school personnel.

2) Traditional cultural values.

Lack of:

1) Money.
2) Time.
3) Interest.
4) Personnel.

Suggested Action Steps

1) Increase the awareness level of community leaders.

- Utilize local media, organization bulletins, etc., to make community aware of the damaging effects of discrimination and the legal provisions of sex equity laws.
- Identify local leaders of organizations who are responsive to the cause of sex equity.
- Arrange for presentations to be made to local community organizations including those not traditionally sympathetic to sex equity issues.
- Work with those leaders who express positive interests in implementing sex equity to form a cadre of change agents in order to win over or neutralize the opposition.

2) Schedule and organize training sessions for community advocates.

- Include the following components:
    - Knowledge of Title IX and state laws relating to sex equity and the policies of local schools.
    - Training on how to monitor and evaluate school programs, policies and materials regarding sex equity.
    - Training in interpersonal communication, dealing with negative attitudes, cooperation and conflict resolution.
    - Action planning to include how to draw up and utilize a plan that works, how to lobby and how to be an advocate.
    - The grievance process and legal alternatives.
- Evaluate the sessions on a pre-post basis to measure growth.

3) Offer the community collaborative consultation services, once the training is completed.

- Encourage concerned community leaders to meet with students, school staff, school boards and administration in order to discuss sex equity needs/problems/solutions.
- Work with the above groups to develop ongoing self-evaluation and monitoring processes (reviewing policies, programs, curriculum, textbooks, A.V. and other materials, etc.).
- Utilize existing resources, including (1) general assistance centers or desegregation assistance centers; (2) training institutes; (3) SEA sex equity departments; (4) WEEA grant holders; (5) women's and other resource organizations and agencies and materials; and (6) sympathetic people within the school system.
- Work with local schools to encourage them to utilize equity materials and resources available to them.
- Work with school administration and community Title IX task force and/or advisory committee.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: COMMUNITY

Target Population(s): Community leaders - Continued

Specific Issue: 2. Providing in-service training concerning sex equity for community leaders -- Continued.

Projected Outcome(s)

Recommended Change Strategies

Constraints:

Resources:

Possible Cross-Reference(s):

Suggested Action Steps

Continued.

4) Encourage the diagnosis process.
    - Utilize community leaders to diagnose the extent of the district's compliance with sex equity.
    - Develop or utilize existing, ongoing program of monitoring and evaluation.

5) Implement the grievance process where insurmountable problems are faced and other avenues have been explored.

6) Give recognition to those who get and stay involved.

CCSEE - II WORKSHEET

Area of Concern: COMMUNITY

Target Population(s): Parents, students, school staff

Specific Issue: 3. Overcoming the opposition of parents who possess sex-stereotyped values concerning their children's activities and aspirations.

Projected Outcome(s)

1) To help parents increase their awareness of the limiting effects of discrimination.

2) To increase awareness and sensitivity of school staff and advocates for sex equity to traditional cultural values of parents.

3) To attempt to gain parents as advocates for sex equity or, if this is not possible, to neutralize their opposition.

Recommended Change Strategies

1) AWARENESS ACTIVITIES to increase knowledge, sensitivity and understanding of differences between parents and school personnel/sex equity advocates.

2) CONSULTATION to maintain open communication and seek input from parents.

3) TRAINING/TECHNICAL ASSISTANCE to provide a parent-interest or planned in-service program in order to clarify provisions of the law.

Constraints:

Presence of:

1) Traditional/cultural values.
2) Resistance to change.
3) Media/socioeconomic pressure for traditional roles.

Lack of:

1) Knowledge/information base; awareness.
2) Trained, enthusiastic advocates who have a forum for presentations.

Resources:

Possible Cross-Reference(s):

Negative/Positive Attitudes; All the People.

Suggested Action Steps

1) Elevate awareness through a series of planned activities.

- Meet with parents, hear where they are coming from.
- Dissipate misconceptions (of what Title IX and sex equity laws are not).
- Work to raise awareness levels by increasing knowledge of facts about:
    - The changing economic and social factors in the world today.
    - The actual likelihood (statistically) of their daughters working and for how long.
    - The likelihood of divorce (statistically) and necessity for supporting a family.
    - The average pay of women compared with men and the small range of jobs open to them because of lack of training.
    - The limiting effect of conforming to traditional stereotyped roles.
    - The importance of permitting boys and men to express feelings and nuturing and supportive behavior.
    - The fact that many study and career options will be closed to students who do not take math and science (particularly true for girls).
    - The importance to girls of physical education and athletics in terms of keeping physically fit, self-disciplined; being able to work on a team; developing leadership qualities, persistence, etc.
    - The limiting effects on a boy's options if he becomes the sole financial support of a family, especially at an early age.
    - The actual injustice that is done to both sexes by training them to be half-people in a world where they will need all their survival skills.
- Be tactful. Do not make participants feel that their way of life is being attacked.
- Work with school staff and sex equity advocates to increase their knowledge, awareness and sensitivity to traditional/cultural values of parents.

2) Apply positive consultation techniques to alleviate anxiety and to obtain support.

- Try to bring into the open parents' fears about change for their children and deal with it positively
- Try to identify possible opposition before it arises so that it can be dealt with before its level of intensity is critical. Employ appropriate humor to relieve uneasiness and/or tension.
- Enlist the help and support of people whom the parents respect and admire.
- Ask for parents' suggestions. Give positive feedback and recognition to suggestions that have merit.
- Incorporate parents into the decision-making process, if feasible.
- Enlist support of student advocates for sex equity.
- Try to enlist support of parents as advocates for sex equity, if possible, or at least a commitment from them not to oppose activities or programs.

3) Establish a training/technical assistance schedule for various people.

- Provide or call on, outside resources to provide special interest programs for parents on the importance of sex equity and nondiscrimination and to clarify the provisions of sex equity laws.
- Allow a period for parent/presenter interaction at each training session.
- Utilize resource organizations, people, films, A.V. and other media material.
- Advertise schedule of meetings and agendas to be followed throughout the community to encourage participation. Make flyers/news releases catchy so as to attract the recalcitrants.

CCSEE - II WORKSHEET

Area of Concern: COMMUNITY

Target Population(s): Minority Groups, School Personnel, Non-Minority Community Groups, Students.

Specific Issue: 4. Dealing with the conflicting cultural values of various minority groups.

Projected Outcome(s)

1) To achieve an understanding of differing cultural values.

2) To establish a working relationship between differing ethnic groups in order to combat sex bias effectively.

3) To gain support, acceptance, and advocates for sex equity from the minority community.

Recommended Change Strategies

1) AWARENESS ACTIVITIES to bring about understanding of differing cultural values and commonality of goals.

2) COLLABORATIVE CONSULTATION to bring in minority consultants and sympathetic minority community members and sex equity advocates to develop a working plan.

3) TRAINING/AWARENESS to combat the negative effects of racism and sexism.

Constraints:

Presence of:

1) Conflicting cultural values.
2) Cultural myths.
3) Suspicion of "white" motives.
4) Prejudice.

Lack of:

1) Awareness.
2) Trust between all members of the community

Suggested Action Steps

1) Encourage the non-minority advocates to develop an awareness of differing cultural values.
    - Raise own awareness level and sensitivity to ethnic and cultural differences by reading, observing, becoming involved.
    - Gather background data on similarities and differences between racism and sexism.
    - Talk to minority friends and colleagues.

2) Develop a collaborative consultation network and action plan.
    - Contact members of ethnic minorities that you know are sympathetic to sex equity and solicit their help and advice.
    - Utilize consultants and resources such as general assistance centers, desegregation assistance centers, schools' human relations and multicultural departments, SEAs, minority organizations, etc.
    - Bring together advocates for sex equity from as many ethnic groups as possible. Formulate common goals and establish an ongoing task force.

3) Conduct training/awareness sessions for members of the community.
    - Ask minority members on your task force to contact their organizations; arrange to give a presentation on sex equity to these organizations. Utilize successful minority women in non-traditional jobs to speak and serve as role models.
    - Draw parallels between negative effects of racism and sexism, such as (1) limited job opportunities, low wages, use of women and minorities as surplus labor pool; (2) past history of legal injustice, not being able to vote, own property; (3) lack of representation in the decision-making processes of the nation.
    - Show how the goals of sex equity and human equity are related to their problems.
    - Assess common goals and common areas of agreement.
    - Include plans to combat racism as well as sexism in schools, e.g., ensure that materials developed for sex equity take race into account.
    - Show how the power structure can draw on divisiveness between women and minorities, e.g., in affirmative action, where "other group" is used as a reason for not hiring.
    - Do not put down those traditions which are important to minority members, even when they may be in conflict with goals. Concentrate on areas of agreement.
    - When talking with or about minorities, remember that half of them are women and subject to double discrimination.

Resources: Civil Rights Digest, Spring 1974, Sexism and Racism-Feminist Perspectives, Asian-American Women, Women's Studies Program, Berkeley U.S.D., Estudios Femeniles de la Chicana, Asian Women, UCLA, The Black Woman, Toni Cade Bambara.

Possible Cross-Reference(s): Negative Attitudes; Other Human Rights Issues.

CCSEE - II WORKSHEET

Area of Concern: COMMUNITY

Target Population(s): Minority Groups; School Personnel; Non-Minority Community Groups; Students - Continued

Specific Issue: 4. Dealing with the conflicting cultural values of various minority groups -- Continued.

Projected Outcome(s)

Recommended Change Strategies

Constraints:

Resources:

Possible Cross-Reference(s):

Suggested Action Steps

3) Continued.

- Stress that no person is liberated unless she or he has the opportunity to make free choices. Show how Title IX and sex equity laws can be used to help achieve this.
- Prioritize those sex equity laws which will have most positive effects for minority members, e.g., access to vocational education courses leading to skilled trades.
- Combine plans for elimination of sexism and racism.
- Consider instituting a human rights advisory committee to make recommendations on policies and practices relating to discrimination.
- Provide in-service training for parents and school site council members in heavily multi-ethnic areas, using above criteria.

4) Use other means to communicate the growing multicultural trust level.

- Design multicultural approaches for ongoing school functions, dinners, fairs, art and music presentations, and sex equity workshops.
- Highlight contributions of minority women.
- Use the media to publicize successes.

CCSEE - II WORKSHEET

Area of Concern: COMMUNITY

Target Population(s): Religious community centers

Specific Issue: 5. Dealing with opposition to sex equity because of religious conflicts.

Projected Outcome(s)

1) To establish constructive communication between sex equity advocates and members of religious organizations.
2) To raise the level of awareness concerning problems of sex discrimination.
3) To promote a positive attitude toward sex equity where possible, or at least a neutral position.
4) To utilize legal resources to implement sex equity if above outcomes are not realized.

Recommended Change Strategies

1) RESOURCE LINKAGE to identify people, organizations or resources to assist.
2) COLLABORATIVE CONSULTATION to involve representatives from school and church, sex equity advocates, etc.
3) AWARENESS ACTIVITIES to sensitize members of the community to the damaging effects of discrimination.
4) LEGISLATIVE INTERVENTION to implement sex equity.

Constraints:

Presence of:

1) Conflict with religious tenets.
2) Traditional/cultural attitudes.
3) Resistance to change.
4) Potential emotional explosiveness in dealing with conflicting ideologies.
5) Misunderstanding of law.

Lack of:

1) Knowledge/information base.
2) Sex equity as a religious priority.

Suggested Action Steps

1) Develop resource links in order to establish meaningful resource networks.
   - Use networking resources to locate people of the same religion who are sympathetic to the problems of sex equity.
   - Ask for their help.
   - Ask contact for names of other sympathetic people (or neutral people) in order to increase the network capacity.
   - Find out who church members respect and listen to. If there are any advocates for sex equity, try to enlist their help for future activities.
2) Use productive and collaborative consultation techniques.
   - Ask sympathetic members to meet with representatives from school, consultants in sex equity, and respected community advocates for sex equity.
   - Work together to plan best approach to church members.
   - Ask contact(s) to schedule meeting date and to lobby influential congregation members subtly but effectively before meeting is conducted.
   - Anticipate problem areas of opposition beforehand and be prepared with answers.
   - Look at differences, real and perceived.
   - Concentrate on common areas of agreement.
   - Aim for some specific commitments which are reachable.
   - Provide support, direction and resources for key people.
   - Recognize and praise positive suggestions.
   - Be low key. Establish alternatives.
3) Create a higher level of awareness.
   - Clarify the provisions of the law and dissipate any misconceptions.
   - Raise the level of awareness of the damaging effects of discrimination.
   - Stress that they are community leaders who care and, as such, should care about all people.
   - Find out where they stand on civil rights issues -- if positive, draw parallels.
   - Point out that it is as important for their children to be able to choose opportunities as it was for their forebears to have freedom of religious choice.
4) Consider the use of legislative intervention.
   - If the areas of difference are too great and agreement cannot be reached and/or members will not take a neutral stand, look at the legal alternatives.

Resources:

Possible Cross-Reference(s): Positive/Negative Attitudes; All the People; Other Human Rights Issues.

CCSEE - II WORKSHEET

Area of Concern: COMMUNITY

Target Population(s): Religious community members

Specific Issue: 5. Dealing with opposition to sex equity because of religious conflicts - Continued.

Projected Outcome(s)

Recommended Change Strategies

Constraints:

Suggested Action Steps

4) Continued.

- Point out the actual provisions of the law and the separation of church and state. Indicate that, unless OCR establishes other court precedents, policies of educational institutions must be in compliance with Federal laws, while policies of religious sects are the prerogative of their governing powers unless they receive Federal monies.
- Utilize the grievance process where necessary.
- If the school administration and staff are members of the same religious affiliation, ask for assistance from the State Education Agency or sex equity resource organizations in dealing with problems.
- If all else fails, file a complaint with Office for Civil Rights* but continue to try to maintain open communication and not be polarized into two hostile camps.

*See complaint process in the appendix.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: COMMUNITY

Target Population(s): Community youth organizations

Specific Issue: 6. Working with community youth organizations (sports, service, religious groups) to attain sex equitable opportunities.

Projected Outcome(s)

1) To raise the level of awareness of the damaging effects of sex bias.

2) To involve community youth in helping to implement sex equity.

3) To gain or improve the level of support and acceptance by community youth organizers for sex equity issues.

Recommended Change Strategies

1) AWARENESS ACTIVITIES to provide a knowledge base and to sensitize youth to the damaging effects of discrimination.
2) COLLABORATIVE CONSULTATION to identify/develop a bank of consultant candidates.
3) TRAINING activities to provide skills, techniques and strategies to help implement sex equity.
4) LEGISLATIVE INTERVENTION to implement existing laws and develop new legislation.

Constraints:

Presence of:
1) Traditional cultural attitudes.
2) Competition for resources (especially sports).
3) Negative attitudes/apathy on the part of some parents/youth.

Lack of:
1) Time/money/personnel.
2) Awareness/knowledge.
3) Sex equity as a priority for already overloaded organizations.

Resources:

Possible Cross-Reference(s):

Suggested Action Steps

1) Develop a sophisticated awareness of all community youth organizations.
   - Gather information. Find out how much opportunity in which areas are available to girls/boys.
   - Find out how organizations are funded.
   - Determine, if possible, how much money is being spent on boys'/girls' programs.
   - Check what facilities are available to girls/boys. Do the youth organizations use school facilities or equipment? If so, are the schools providing equal opportunity to use facilities/equipment?
2) Develop a collaborative consultation bank of local resource people.
   - Find out who, in organizations, are people interested in sex equity and bring them together.
   - Develop a forum where sex equity advocates can meet with members of community youth organizations.
   - Utilize local media to publicize the forum and make the community aware of the damaging effects of discrimination.
   - Use the forum to share information on sex equity, discrimination, and the laws regarding equality of opportunity. Include related state and Federal laws in the presentation(s).
   - Share information on equality of opportunity in local area with all people. Use media, if possible.
   - Ask for the assistance of community youth in spearheading change.
3) Provide training for the bank of consultants/youth advocates, as needed.
   - Train a core of interested young people and leaders to assist in implementing sex equity. Include the provisions of the law, dealing with negative attitudes and hostile people, and what resources are available to them.
   - Include specific ways in which youth can help (Could boys' athletic teams incorporate girls or help girls set up their own? Would girls' 4-H leader welcome or invite boys to her class? etc.).
   - Ask youth for input on how best to implement sex equity; poll other youths on what their needs are, etc.
   - Make community youth and leaders aware of what resources are available to them; where they can get material resources, consultants and technical assistance.
4) Consider the use of legislative intervention, as appropriate.
   - Utilize Title IX and applicable state and Federal laws to implement sex equity.
   - Check whether the school facility permits clearly explain that organizations must be in compliance with Title IX.
   - Check whether organizations receive any state or Federal funding (4-H, Future Farmers, etc.) which would require that they do not discriminate on account of sex.
   - Consider working to develop legislation that would prohibit charitable organizations such as the United Way from spending disproportionate amounts of funding for boys' and girls' organizations.
5) Give recognition to community youth leaders by providing publicity, opportunities to attend conferences, awards, etc.

CCSEE - II WORKSHEET

Area of Concern: COMMUNITY

Target Population(s): Isolated community groups

Specific Issue: 7. Obtaining the support of relatively isolated community groups who are not advocates for sex equity.

Projected Outcome(s)

1) To locate and identify community groups in isolated areas.

2) To raise awareness levels in the community and in community groups.

3) To obtain the support and acceptance of these community groups.

Recommended Change Strategies

1) RESOURCE LINKAGE to bring together community groups, community resource people and outside resources who could assist.

2) AWARENESS to increase knowledge of political and socioeconomic base of the geographic area and to provide activities to sensitize and raise knowledge and awareness levels of sex equity.

3) COLLABORATIVE CONSULTATION to allow for open communication and to utilize local experts to assist.

Constraints:

Presence of:

1) Conservatism and resistance to change on the part of rural communities.

2) Cultural and religious mores.

3) Negative attitudes on the part of groups/individuals.

4) Resistance to outsiders.

5) Geographical problems.

Resources:

Possible Cross-Reference(s):

Procedures.

Suggested Action Steps

1) Use existing resources to build/sustain sex equity advocates.
   - Utilize existing supportive networks to locate local connections.
   - Get a list of organizations from the Chamber of Commerce or the local newspaper. Use contact person(s) in the community or local news correspondent(s) to advise which groups are most influential.
   - Use local supportive people to advise which people within groups are most sympathetic (or least hostile).
   - Find out who local community people listen to, who are the admired and respected community leaders. See if they are supportive. See if they are willing to help.
   - Check whether state or national branches of local organizations are advocates for sex equity and, if so, whether one of their speakers will address local group(s).
   - Bring an introductory letter of support from a state legislator, if possible, and see whether local politicians will help, or at least not oppose, the planned activities.
   - Check with local newspaper to see if they will print an article or series of articles on sex equity. If so, write and submit an article, stressing local area needs and the positive benefits to be derived by both sexes once sex discrimination is eliminated.
   - Ask community organization members to program a presentation on sex equity in the schools, and to utilize the services of recognized local sex equity advocates.

2) Elevate the awareness level of isolated groups through a variety of methods.
   - Do the necessary homework. Find out as much as possible about the community, read back issues of papers, etc.
   - Be sensitive to local politics especially vis-a-vis school policy makers.
   - If time permits, set up meetings with community groups, PTAs, coffee klatches, etc. If not, try to get the most influential groups involved.
   - Go where people normally convene and get involved in their priorities, then channel them toward sex equity issues.
   - Be low key. Talk to people from their viewpoint.
   - Increase their knowledge base of what discrimination is and its implications for their children, the provisions of the laws relating to sex equity, and how they can help implement change.
   - Try to obtain some positive statement of support or commitment from organizations and/or individuals.
   - If there is sufficient support and interest, work with those who are most sympathetic to plan ongoing activities toward eliminating sex bias.

3) Offer to serve the local schools/colleges in a consultation and/or collaborative consultation manner.
   - Determine the extent of cooperation in local schools.

CCSEE - II WORKSHEET

Area of Concern: COMMUNITY

Target Population(s): Isolated community groups - Continued

Specific Issue: 7. Obtaining the support of relatively isolated community groups who are not advocates of sex equity - Continued.

Projected Outcome(s)

Recommended Change Strategies

Constraints:

Suggested Action Steps

3) Continued.

- Utilize resource people, materials and organizations such as training institutes, general assistance centers, desegregation assistance centers, and consultants to work with schools and local supporters in sufficient depth so that they can organize their own ongoing local network.
- Give support and recognition to advocates.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: COMMUNITY

Target Population(s): School administrators and community members

Specific Issue: 8. Recognizing the role of the community members as influential change agents.

Projected Outcome(s)

1) To raise the level of awareness as to the importance of the community members as change agents.

2) To recognize the role of community members as change agents for sex equity.

3) To encourage the school administration to utilize the skills and talents of community members in implementing sex equity.

Recommended Change Strategies

1) AWARENESS ACTIVITIES to make the school administration aware of the contributions of community members.

2) COLLABORATIVE CONSULTATION to encourage school administrators to work with community members to determine the best methods of implementing sex equity.

3) DIAGNOSIS to work with a community advisory group to determine problem areas and areas of non-compliance.

Constraints:

1) Some community members are opposed to sex equity.

2) Some school personnel have negative attitudes.

3) Some administrators show an unwillingness to delegate authority outside of school.

4) Sex equity may be a low priority in the school district.

Resources:

Possible Cross-Reference(s):

Positive/Negative Attitudes; All other change agent issues.

Suggested Action Steps

1) Create or elevate an awareness level in community members and school administrators regarding sex equity needs.
   - Stress the importance of cooperation between the school and the community.
   - Point out the many ways in which community members assist schools, such as serving on school boards, volunteer teaching aides, PTAs, class parents, booster groups, and school site council members, as well as being parents of children in the school (in most cases).
   - Note that the impetus for developing sex equity legislation came primarily from community members nationwide.
   - Point out the importance of community members working harmoniously with the schools rather than opposing them (e.g., working to develop an effective grievance policy rather than filing a complaint with OCR).

2) Show ways in which community members can help overburdened school personnel in implementing sex equity.
   - Suggest the forming of a Title IX advisory committee to give input and make recommendations on matters relating to sex equity.
   - Make sympathetic community members available for use in order to raise the awareness levels of hostile or neutral community members.
   - Use trained community members to take the pressure off school personnel by allowing them to spearhead the change measures.
   - Help develop possible funding sources and locate resource agencies and materials, and allow community members to assist.

3) Utilize community members to help develop needs assessment; monitor and evaluate sex equity programs and policies.
   - Give recognition to community members involved.
   - Publish examples of successful service in the media or school publications.
   - Provide recognition awards.
   - Brag a little!

C. Counselors

Those persons in education who assist in the active promotion of the personal growth of students. In its broadest context, counseling is viewed as a vital and important aspect of student personnel work. Typically the counselor utilizes current knowledge about human development and is instrumental in expanding the mission of education at all levels to include the physical, emotional, and social, as well as the intellectual growth of students.

This section considers change strategies and action steps which relate to the basic issues of sex equity found in counseling and student personnel work.

Readers should remember that counseling cuts across a wide variety of people and interfaces with such target populations as elementary, secondary, and postsecondary students, career education, vocational education, student rights, administration, school boards, instructional personnel, and community members. Some of the particular categories of concern addressed in this section include examining standardized tests for evidence of sex bias; dealing with colleagues who promulgate stereotyped career choices for students; helping the counselors accept the importance of their role as change agents; and encouraging students to enroll in non-traditional classes.

The recommended change strategies listed in this section were chosen because they advocate the functions essential to student development. A wide variety of useful resources accompany the suggested action steps, as well as detailed examples of programs related to equity which are now being implemented across the country and which are successfully being integrated into different types of institutions.

CCSEE - II WORKSHEET

Area of Concern: COUNSELING

Target Population(s): Elementary, Postsecondary

Specific Issue: 1. Helping counselors accept the importance of their role as change agents.

Projected Outcome(s)

1) To assist counselors to operate as internal change agents in their own system.

2) To assist counselors to operate as external agents* of change.

* The counselor will effect change via outside forces:

- Public media coverage.
- Professional organizations.
- Community groups, etc.

Recommended Change Strategies

1) CONSULTATION and DIAGNOSIS to identify unmet needs and respond to incongruities between the system and the goals of sex equity.

2) TECHNICAL ASSISTANCE and TRAINING by providing in-service sessions.

3) RESOURCE LINKAGE to acquire relevant equity resources (print, nonprint, human).

4) TEAM BUILDING.

Constraints:

Presence of:

1) Possibly biased perceptions on the part of the counselor.

2) An image of the counseling role that may be contrary to the change agent role.

Lack of:

1) Power.

2) Resources necessary to effect change (the system is often static).

Suggested Action Steps

1) Energize the system to change.
   - Determine sexist areas and possible alternatives for making them compliant.

2) Assist the system in problem-solving techniques.
   - Show the client how to recognize and define equity needs.
   - Demonstrate how to diagnose problems and set objectives.
   - Demonstrate how to acquire relevant resources.
   - Demonstrate how to select and create solutions.
   - Demonstrate how to evaluate solutions to determine if they are meeting equity needs.

3) Acquire relevant resources.
   - Work with teachers, curriculum directors, the media, librarians, etc., in the establishment of a sex equity resource bank.
   - Develop, publish and disseminate sex equity materials.

4) Assist in the development of an ongoing equity network.
   - Keep leaders of various human service professional groups informed of progress.
   - Help professional organizations make public their commitment to equity projects.
   - Obtain counselors' active involvement in local, state, and national organizations; e.g., American Psychological Association (APA), American Personnel and Guidance Association (APGA), National Education Association (NEA).

Resources: The Personnel and Guidance Journals, February 1978, Consultation I and March 1978, Consultation II, listed in Chapter V.

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: COUNSELING

Target Population(s): Career Education; Vocational Counselors - Elementary, Secondary and Postsecondary

Specific Issue: 2. Dealing with colleagues who promulgate stereotyped career choices for students.

Projected Outcome(s)

1) To sensitize colleagues regarding sexist and stereotyped attitudes and behaviors.

2) To develop short- and long-range goals for the overall implementation of sex equity.

3) To showcase the positive effects of sex equity efforts.

4) To assist counselors to become aware of their own sex bias.

5) To raise students' awareness of the negative effects of rigid sex-role stereotyping.

Recommended Change Strategies

1) AWARENESS ACTIVITIES incorporated in training seminars for all counselors, teachers, department chairpersons, career/vocational educators, and support personnel.

2) TRAINING seminars.

3) TECHNICAL ASSISTANCE so the legal mandate of Title IX and Vocational Education Title II Amendments are presented.

Constraints:

Lack of:

1) Commitment and creativity.
2) Administrative support for equity.
3) Strong governing board to enforce compliance.
4) Resources (print, nonprint, and human).
5) Cooperation between counseling and various academic departments of school.

Suggested Action Steps

1) Use local, creative sex equity advocates to develop and implement a series of workshops concerning the effects of sex-role stereotyping and sexism in school and society.
   - Arrange for graduate university credit for all participants who attend the in-service workshops.
   - Incorporate role playing, psycho-drama, role reversal, and values clarification group interaction to encourage attitudinal and behavioral change.
   - Explore definitions and examples of sex-role stereotyping in career counseling and career education.
   - Consider how and why stereotyping might be offensive.
   - Explore role modeling and how stereotyping and sex-biased attitudes and behaviors may affect the career choices of students.
   - Enumerate the current research concerning sex differences.
   - Survey career interest inventories for sex bias.
   - Survey students' evaluation of teachers and counselors for affirmative behavior.
   - Evaluate workshops to determine if goals and objectives were achieved.
   - Give positive feedback and support for any positive efforts made--recognition, publicity, etc.

2) Enlist the support of other external consultants in equity.
   - Develop a consultant cadre of other colleagues who can assist in training of trainers for equity.
   - Enlist the community support of a variety of models in non-traditional roles.

3) Enlist the support of other external consultants in equity.
   - Develop a consultant cadre of other colleagues who can assist in training of trainers for equity.
   - Enlist the community support of a variety of models of non-traditional roles.

Resources: Project Awareness: A Training Program developed by Feminists Northwest and The Psychology of Sex Differences listed in Chapter V. Selected nonprint materials also listed in Chapter V.

Possible Cross-Reference(s): Vocational Education; Instructional Staff.

CCSEE - II WORKSHEET

Area of Concern: COUNSELING

Target Population(s): Administration; Community; School Board
Elementary, Secondary, Postsecondary Counselors

Specific Issue: 3. Influencing a recalcitrant administrator who feels sex equity is a low priority.

Projected Outcome(s)

1) To influence administrators to accept their ultimate responsibility for achieving equity.

2) To take appropriate remedial steps to eliminate the effects of discrimination resulting from sex-biased policies and practices.

3) To suggest procedures which might aid school districts and institutions as they implement the Title IX regulations.

4) To design and implement a liberating power structure and leadership style for the school or institution.

Recommended Change Strategies

1) RESOURCE LINKAGE to include a wide variety of representatives.

2) TECHNICAL ASSISTANCE regarding the legal mandate.

3) CONFRONTATION by filing complaints for noncompliance.

4) FOLLOW-UP to ensure success.

Constraints:

Presence of:
1) Political pressure.
2) Resistance to change.
3) Fear.
4) Conflicts of ideology.
5) Traditional patriarchal system.

Lack of:
1) Funds.
2) Understanding the law.
3) Community awareness.

Suggested Action Steps

1) Formulate a coalition of a variety of community organizations to help sponsor programs; provide credibility and resources for equity compliance.
   - Establish an ad hoc committee of concerned citizens, parents, teachers, students, community representatives.
   - Establish linkage with state organizations that can act on behalf of all community school systems within the state and with local media.
   - Identify the power sources in your school district or institution.

2) Obtain as much information as possible in documenting sex discrimination.
   - Determine what your state department of education, training institute or general assistance center can and cannot do for you.
   - Determine where your local school superintendent or chief executive officer can act unilaterally to enforce change.
   - Be persistent. As a taxpayer you have the right to know what your school taxes are supporting.
   - Interview school officials, teachers and students.
   - Keep detailed notes so you can accurately reflect all viewpoints when you write a report.
   - Talk with a sympathetic school board member. Raise question of different treatment. Ask if board members are aware of other instances of discriminatory treatment or sex bias.
   - Obtain copies of school budget and any Equal Employment Opportunity (EEO) reports that list school personnel.
   - Request information from superintendent's office or chief executive officer and meet with a knowledgeable member of his/her staff.
   - Write a report on your findings. Be precise and quote your sources, using names whenever possible.
   - Make specific recommendations for change.
   - Request a written response.
   - Publicize your efforts. Send copies of your report to school officials, the school board, major newspapers, the media, and community groups.

3) File a complaint for noncompliance if there is no evidence of action or cooperation to change sexist practices.
   - Encourage a citizen's advisory organization whose geographic area includes the district(s) of institution(s) in question, to file a complaint.
   - Write to the appropriate agency (the regional HEW office and/or the state agency for human rights) setting forth the area(s) of noncompliance.
   - Send copies of complaint to your representatives in Congress, state and local government, interested local groups and the press.

Resources: Handbook on How to End Sexism in Your Schools listed in Chapter V.

Possible Cross-Reference(s): Administration; The Law; Negative Attitudes; All the Publics.

CCSEE - II WORKSHEET

Area of Concern: COUNSELING

Target Population(s): Administration; Community; School Board -- Continued
Elementary, Secondary, Postsecondary Counselors

Specific Issue: 3. Influencing a recalcitrant administrator who feels sex equity is a low priority - Continued.

Projected Outcome(s)

Recommended Change Strategies

Constraints:

Suggested Action Steps

3) Continued
- Issue a press release explaining why the complaint was filed.
- Send carbon copies to inform the enforcement agency of how many individuals are aware of the problem.

4) Design a follow-up procedure.
- Write letters to the editor of your newspaper.
- Write to your elected representatives.
- Press the issue at school board meetings.
- Volunteer to speak to the PTA and other group meetings.
- Keep in touch with the compliance officer of the federal agency to ensure that your case is being given attention.
- Find out what the agency intends to do about their findings.
- Keep your support system and network informed of progress.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: COUNSELING

Target Population(s): Elementary, Secondary, Postsecondary Counselors

Specific Issue: 4. Effectively examining standardized tests for evidence of sex bias.

Projected Outcome(s)

1) To eliminate sexist policies in the standardized test or instruments used for the appraisal, evaluation or placement of students.

2) To specify procedures for the non-discriminatory administration and interpretation of instruments that utilize different testing forms and/or interpretive materials for both sexes.

3) To specify the sex composition of every norm group for every scale.

4) To provide technical rationale and information on use and interpretation of separate-sex and/or combined-sex scores.

5) To use sex-differentiated instruments in a nondiscriminatory manner.

6) To select and recommend alternative non-sex-differentiated instruments.

Recommended Change Strategies

1) DIAGNOSIS of all standardized tests or instruments used.

2) COLLABORATIVE CONSULTATION involving representatives of interested groups.

3) MATERIALS SELECTION/ADAPTATION to eliminate sexism in counseling, tests, inventories, appraisal forms.

Constraints:

Lack of:

1) Administrative support to implement self-assessment of counseling programs.

2) Guidelines for assessment of sex bias and sex fairness in standardized tests, inventories, etc.

3) Funds for purchase of sex fair tests including related interpretive, technical and promotional materials.

Suggested Action Steps

1) Review all standardized tests, interest inventories, appraisal forms, etc., used in counseling and in assigning students to programs, courses, and activities.
   - Contrast to American Psychological Association (APA) Standards for Educational and Psychological Tests (1974) to evaluate for sex fairness.
   - Contrast to Equal Employment Opportunity Commission (EEOC) selection guidelines (1970).
   - Determine if technical materials provided by publishers describe how and to what extent the EEOC guidelines have been met.
   - Determine need for updating criterion groups, norms, and other relevant data (e.g., validity, reliability, item response rates).
   - Investigate the validity of interest inventories for minority groups (differentiated by sex).
   - Determine if interpretive materials for test users and respondents (manuals, profiles, leaflets, etc.) are sex fair.
   - Determine if case studies and examples presented in interpretive materials represent both sexes equally.

2) Inform all involved parties of findings and alternatives.
   - Provide written report of findings/recommendations to administration.
   - Take suggestions/reactions to official governance boards for action.
   - Involve local, state, and national professional groups.
   - Inform test publishers of sex bias.
   - Inform parents of findings/recommendations.

3) Establish and maintain a self evaluation action group.
   - Select and recommend alternative sex fair instruments.
   - Implement ongoing monitoring of materials process.

Resources: Issues in Sex Bias and Sex Fairness in Career Interest Measurement and Sex Fairness in Career Guidance listed in Chapter V.

Possible Cross-Reference(s): Instructional Materials.

CCSEE - II WORKSHEET

Area of Concern: COUNSELING

Target Population(s): Student Activities; Student Services - Grades Elementary, Secondary

Specific Issue: 5. Developing nonsexist criteria for job placement programs, awards and scholarships, student extracurricular activities, etc.

Projected Outcome(s)

1) To modify policies and practices that do not meet requirements of Title IX.

2) To inform all parties of revisions.

3) To evaluate the degree of success attained and/or maintained as revisions of policies occur.

Recommended Change Strategies

1) DIAGNOSIS via review, survey, and needs assessment.

2) TEAM BUILDING AND COLLABORATIVE CONSULTATION to link appropriate human resources together to achieve equity results.

Constraints:

1) Extraneous factors that complicate problem solving.
2) Administrators at top attempt to control as many decisions as possible.
3) People compete when they need to collaborate.
4) Minimizing risk has a very high value.
5) Tradition.
6) Counselors feel alone in attempting to change policies and procedures.

Resources: See recommendations listed in Chapter V.

Possible Cross-Reference(s): Students; Administration; Vocational Education.

Suggested Action Steps

1) Examine criteria used to evaluate all job placement programs, extracurricular activities, honors and awards, etc.
   - Obtain a statement of nondiscrimination from all business and organizations participating in programs such as work-study.
   - Review all awards and honors and associated clubs or activities sponsored by the school.
   - Make any modifications necessary to ensure that girl and boy students are not treated differently.
   - Notify students of the policy on awards and honors.
   - Notify the personnel who work with groups bestowing awards and honors of the nondiscriminatory policy.
   - Notify outside organizations or groups which may give awards or honors that the school cannot sponsor awards or honors based on sex.
   - List and evaluate all extracurricular activities in which students may participate.
   - Examine copies of policies or regulations concerning student membership in extracurricular activities.
   - Survey students, activity leaders, faculty advisers and other counselors to determine reasons for membership being single sex or predominately single sex in any extracurricular activity.

2) Inform all involved parties of findings and alternatives to ensure the development of nonsexist policies, programs, and procedures.
   - Initiate a series of ongoing in-service or team-building sessions to enable the parties involved to deal with sexist issues that otherwise would have remained covert.
   - Establish/maintain an ongoing student personnel review committee to periodically peruse all policies, practices, and programs related to extracurricular activities.

CCSEE - II WORKSHEET

Area of Concern: COUNSELING

Target Population(s): Counselors, Grades 9 - 12

Specific Issue: 6. Encouraging students to enroll in non-traditional classes.

Projected Outcome(s)

1) To achieve more equal distribution of both sexes in non-traditional courses.

2) To assist students to recognize alternatives to traditional career preparation.

3) To assist counselors to recognize their own sex bias in the counseling process.

4) To increase counselors' awareness of the career education process.

Recommended Change Strategies

1) DIAGNOSIS PLUS CONSULTATION to identify unmet needs and take active steps to achieve the goals of equity.

2) TRAINING of counselors, career/vocational educators, teachers of home economics, industrial arts, military training, etc.

3) RESOURCE LINKAGE acquiring relevant equity resources (print, nonprint and human).

4) FOLLOW-UP communication and organizational linkage.

Constraints:

Presence of:

1) Peer pressure.
2) Counselor or teacher apathy or fear.
3) Student apathy.
4) Cultural bias.
5) District political atmosphere.

Lack of:

1) District release time for in-service training.
2) Funds.
3) Counselors' restraint in dealing with parents.

Suggested Action Steps

1) Determine the reasons for underrepresentation of students of either sex in courses.
   - Examine all descriptive materials distributed to students, parents and personnel that provide information to aid in selecting courses.
   - Evaluate and eliminate any sex bias in narratives and illustrations.
   - Interview students about the reasons they are not selecting courses where the majority of the students are of the other sex.
   - Distribute written notices to all students eligible for a course that has a disproportionate number of students; inform them that the course is open to both girls and boys.
   - If a class contains a disproportionate number of females or males, ensure that the enrollment is not the result of counseling materials, appraisal or directions given by counselors.
   - Distribute written notices to parents.

2) Develop procedures to ensure that counselors and teachers treat students of both sexes the same and create a classroom atmosphere comfortable for both sexes.
   - Introduce student evaluation sheets which include questions concerning sex stereotyping by counselors and teachers.
   - Plan workshop and in-service training for teachers and counselors on the changing lifestyle and life patterns of women and on the increasing opportunities for women in employment in non-traditional fields.
   - Develop and implement a comprehensive career investigation program that includes: career awareness, career exploration, career assessment, and career decision making.

3) Acquire relevant resources.
   - Work with teachers, career/vocational educators, state department personnel, the media and librarians, curriculum directors, etc., in the establishment of a sex equity resource bank.
   - Develop, publish and disseminate sex equity materials.
   - Promote a variety of role models as classroom resource personnel.
   - Include parents in non-traditional classroom activities and in-service programs.
   - Include members of both sexes in a wide variety of occupational roles in "Career Days."

4) Provide ongoing diagnosis and consulting assistance.
   - Revise curriculum.
   - Train staff.
   - Reschedule courses as needed.

Resources: See print and nonprint recommendations listed in Chapter V.

Possible Cross-Reference(s): Vocational Education; Instructional Staff; Students.

CCSEE - II WORKSHEET

Area of Concern: COUNSELING

Target Population(s): Counselors, Grades 9 - 12 -- Continued

Specific Issue: 6. Encouraging students to enroll in non-traditional classes - Continued.

Projected Outcome(s)

Recommended Change Strategies

Constraints:

Suggested Action Steps

4) Continued.

- Schedule a variety of activities which involve administrators, other counselors, parents, the community, and selected professional groups.
- Provide for an up-to-date student interest survey and needs assessment.
- Encourage open input and feedback between counselors and instructional staff.
- Provide follow-up and support for students enrolled in non-traditional courses.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: COUNSELING

Target Population(s): Grades 9 - 12, Students Rights

Specific Issue: 7. Dealing with overt or covert discrimination against pregnant students.

Projected Outcome(s)

1) To eliminate sexist practices.

2) To develop a policy statement concerning the rights and needs of the pregnant student.

3) To evaluate the degree of success attained and/or maintained as revisions of policies occur.

Recommended Change Strategies

1) DIAGNOSIS to determine discriminatory and rejecting behavior and attitudes.

2) COLLABORATIVE CONSULTATION involving representatives from all concerned groups.

3) THREAT/CONFRONTATION with appropriate authorities.

Constraints:

Presence of:

1) More than half of all female dropouts leaving school because of pregnancy.*
2) Strong religious bias.

Lack of:

1) Clear policy statement.
2) Students' knowledge concerning their rights.
3) Staff knowledge concerning their responsibilities.
4) Complete records concerning pregnancy statistics.

Suggested Action Steps

1) Ascertain what existing policies are in noncompliance with Title IX.
   - Examine all policies, regulations or directives regarding the treatment of pregnant students and revise any discriminatory portions.
   - Examine course descriptions of special programs or services provided for pregnant students to ensure that they are comparable to regular courses or to those provided to other home-bound students.
   - Determine the number of students that have dropped out of school because of pregnancy, the number that have returned to the regular program, and the reasons for those decisions.
   - If there are special programs for pregnant students, interview the students to be certain that enrollment in those programs is entirely optional.
   - Examine reinstatement procedures and remove any conditions that might discourage a student from returning to school.
   - Initiate a counseling service to encourage the re-enrollment of students who have dropped out of school because of pregnancy or related conditions.

2) Establish/maintain an ongoing communication system with representatives of all concerned groups.
   - Press the issue at school board meetings, with community groups, etc.

3) Confront appropriate authorities (administration, governing boards, etc.) with the existing policies which are in noncompliance with Title IX.
   - Narrow the issues of discrimination and bias to one or two manageable concerns as a starting point.
   - Establish a third-party intermediary to facilitate open communication.
   - Provide accurate and up-to-date supporting documentation of the discriminatory practices uncovered.
   - Engage the support of parents and community groups.
   - Construct follow-up plans and specific dates for achieving compliance.
   - If there is little or no evidence of cooperation or improvement, engage the assistance of legal counsel.
   - File a formal complaint.

Resources: * "The Pregnant Student," Cracking the Glass Slipper: PEER'S Guide to Ending Sex Bias in Your School listed in Chapter V. See also Equal Rights for Women in Education listed in Chapter V.

Possible Cross-Reference(s): Students; Administration; Policy; The Law.

CCSEE - II WORKSHEET

Area of Concern: COUNSELING

Target Population(s): Adult Education; Women's Studies; Student Personnel Administration
Postsecondary

Specific Issue: 8. Developing programs in continuing education and counseling for women.

Projected Outcome(s)

1) To help continuing education for women gain institutional credibility.

2) To encourage the returning woman student to use the various campus counseling services available.

3) To make the community aware of the potential of life span education and its importance as a role for continuing education counselors.

4) To make financial assistance available for the part-time student.

5) To provide convenient and low-cost child care.

6) To alert the campus personnel to the needs of returning adult students.

7) To develop and maintain a continuing education program for women.

8) To sensitize counselors to the particular needs of the older returning student.

Recommended Change Strategies

1) DIAGNOSIS PLUS CONSULTATION through self-study, needs assessment and prescriptive analysis.

2) AWARENESS of the continuing education needs of women.

3) PROGRAM DEVELOPMENT as a means of implementing the concept of lifelong learning.

Constraints:

Presence of:

1) Time pressures.
2) Inflexible policies in regard to course scheduling, part-time study, and financial assistance.
3) New programs and services may be met with hostility.
4) Resistance to change.
5) Higher administrative authority may be threatened by potential of new program.
6) Image of adult education considered low priority.
7) New program may be added for political reasons only.

Lack of:

1) Funds.
2) Support for new programs and services.

Suggested Action Steps

1) Use an executive or advisory committee that includes older women student representatives who can be of assistance in clarifying priority needs of the older returning women students.
   - ● Collect data indicating the incidence, characteristics, and needs of the target population.

2) Establish a variety of activities (conferences, sponsored events, speakers, etc.) to provide visibility and promote acceptance.
   - ● Present a general workshop to department chairpersons that demonstrates how continuing education programs are clearly linked to the primary objectives of the university or institution.
   - ● Promote understanding of the new service and its relatedness to other student personnel services.
   - ● Consider the degree of support of the immediate higher administrative authority.
   - ● Use the media to involve other interested parties.
   - ● Seek "soft" money from discretionary funds to operate until sufficient credibility is gained for acceptance as line-item funding.
   - ● Establish strong external pressure (national, state, local) in support of needed areas of adult education.

3) Develop and maintain a comprehensive program for continuing education and lifelong learning.
   - ● Provide staff leadership positions for individuals with strong academic and established credentials within the university setting.
   - ● Encourage community involvement in program.
   - ● Provide special counseling for the returning, mature student: personal, vocational, admissions, registration, family management, career planning, placement, financial aid, orientation, study skills, etc.
   - ● Provide peer counseling and a group support system of other older students.
   - ● Develop flexible scheduling and a procedure for credit via experience and/or examination.
   - ● Evaluate the program periodically to marshal continued support.
   - ● Explore opportunities for establishing or utilizing existing low-cost child care.

Resources: "Students Older Than Average," The Journal of the National Association for Women Deans, Administrators, and Counselors, Fall 1975, Vol. 39, No. 1, listed in Chapter V.

Possible Cross-Reference(s): Postsecondary; Students; Community; Money Matters.

CCSEE - II WORKSHEET

Area of Concern: COUNSELING

Target Population(s): Elementary, Secondary, Postsecondary Vocational Educators, Career Educators

Specific Issue: 9. Changing all sexist course descriptions.

Projected Outcome(s)

1) To ensure that all course titles and descriptions avoid referring solely to students of one sex.

2) To work toward achieving parity in all courses and all schools for both sexes.

3) To formulate guidelines and recommendations for avoiding sexist language.

Recommended Change Strategies

1) DIAGNOSIS to determine sexism in all course descriptions.

2) MATERIALS ADAPTATION to rewrite all course descriptions in a nonsexist manner.

3) FOLLOW-UP to ensure ongoing appraisal.

Constraints:

Presence of:

1) Prejudice.
2) Contentment with old and orthodox methods.
3) Apathy.

Lack of:

1) Suggested guidelines/criteria to evaluate course content.
2) Administration support.

Suggested Action Steps

1) Analyze all course descriptions for sexist content.

- Change all course descriptions to show their relevance for both sexes.
- Eliminate or revise a course that is considered inappropriate for one sex ("Bachelor Living for Boys," "Cooking for Seventh-Grade Girls," etc.).

2) Design and implement courses in which students study and analyze sex-role identification as contrasted to sex-role stereotyping. Such courses may examine why sex-role identification is necessary, why sex-role stereotyping occurs, and what functions they serve.

3) Develop and implement guidelines/recommendations for avoiding sexist language (i.e., terms and titles which use "man" to represent humanity have the effect of excluding girls and women in various human activities). Choose appropriate substitutes.

4) Appoint an ad hoc committee to study all new course titles and descriptions for sex fairness. Include such follow-up content analysis in all district and institutional publications, as well as in teachers' manuals, other teacher aids, and student publications.

Resources: Sex Equity in School and other materials listed in Chapter V.

Possible Cross-Reference(s): Instructional Personnel; Administration; Vocational Education.

CCSEE - II WORKSHEET

Area of Concern: COUNSELING

Target Population(s): Grades 9 - 12

Specific Issue: 10. Finding effective ways to involve teachers in the counseling process.

Projected Outcome(s)

1) To assist the teacher/educator in recognizing the essential ingredients that foster student growth and development.

2) To help instructional personnel develop and implement a conceptual framework around which constructive problem solving can occur.

3) To develop a natural partnership between counselor and teacher.

4) To build on the skills and expertise of counselors in the areas of individual differences and human relationships.

Recommended Change Strategies

1) TEAM BUILDING to develop and maintain a working partnership between teachers and counselors.

2) COLLABORATIVE CONSULTATION to ensure a cooperative and supportive environment for learning.

Constraints:

Presence of:

1) Static rather than dynamic environment.
2) Competitive rather than cooperative philosophies.
3) Fear that working with teachers will put counselors in a quasi-administrative relationship.

Lack of:

1) Support.
2) Involvement.
3) A mutual set of goals.
4) Trust between counselors and teachers.

Resources: "The Counselor's Impact on Learning Environments" by Donald H. Blocher listed in Chapter V.

Possible Cross-Reference(s): Vocational Education; Instructional Personnel.

Suggested Action Steps

1) Describe the necessary conditions for structural changes to occur in the educational process.
   - ● Delineate the general characteristics for those learning environments that can nuture optimum student growth and development:
     - The learner is personally involved in the learning process.
     - The learner is in a moderate state of tension or anxiety.
     - The learner experiences a degree of empathy, caring, and honesty from other human beings in the learning environment.
     - The learner is given ample opportunity to practice new behaviors and to receive clear, accurate, and immediate feedback about performance.
     - The learner is able to test out new concepts, attitudes, and skills.
     - The learner is able to review, examine critically, and evaluate new experiences in a safe, reflective, and accepting atmosphere.

2) Develop a team approach or partnership between counselor and teacher in which mutual consultation and assistance can occur. Use this partnership to:
   - ● Help students clarify values, test concepts of self, crystallize interest patterns, set goals, etc.
   - ● Agree on a mutual set of goals that are intellectually rigorous and respectable, and that are humane and centered on the concern for the growth and dignity of the individual student.
   - ● Initiate a cooperative team approach to counseling students (individually and via groups).
   - ● Provide a variety of professional development opportunities to help counselors and teachers develop more effective skills and a variety of competencies, including:
     - Communication skills.
     - The qualitative aspects of helping.
     - Eliminating racism and sexism in counseling.

CCSEE - II WORKSHEET

Area of Concern: COUNSELING

Target Population(s): Grades 9 - 12 (instructional personnel)

Specific Issue: 11. Counseling and orienting teachers who are enrolling students of both sexes in their classes for the first time.

Projected Outcome(s)

1) To help teachers develop effective ways to expand student interests and broaden educational options.

2) To develop teacher support for students' non-traditional choices.

3) To become aware of counselor/teacher sex bias and how to effectively overcome sexist attitudes and expectations.

Recommended Change Strategies

1) AWARENESS ACTIVITIES to examine sexist attitudes and behaviors.

2) TRAINING to overcome sex bias and sex stereotyping in education.

3) RESOURCE LINKAGE.

Constraints:

Presence of:

1) Past restrictions (formal and informal).
2) Limited options for boys and girls.
3) Discriminatory policies.

Lack of:

1) Teacher/counselor awareness of strategies for change.
2) Encouragement/support.

Suggested Action Steps

1) Survey newly mixed classes to determine how effective such classes have been in expanding student options.

- Interview students to provide insight into what it is that helps students make a non-traditional choice. Such information may be useful in finding alternative ways to encourage other students to enroll.
- Talk with students who are in the numerical minority by sex in vocational schools or programs, advanced math and science classes, and other electives. Include such questions as:
  - Why did the students make the choice?
  - Did they consider doing anything else?
  - Did they receive support in the school? out of school?
  - What kind of support are they getting, now that they are in the class?
  - How do they feel about their treatment?
  - Would they encourage others to sign up for the course?
  - How do they think the school could encourage others?

2) Interview teachers of traditionally single-sex courses.

- Include such questions as:
  - Do they see any particular problems or concerns?
  - How do they feel about mixed classes?
  - What do they think influences enrollment by both sexes?

3) Develop a series of mini-workshops for counselors and teachers to explore sexist attitudes and behaviors and how to eliminate them.

- Include an examination of the following behaviors:
  - Are boys getting more encouragement than girls?
  - Do girls need extra encouragement? Is it being provided? How?
  - Have course names used in the school been changed so they will be equally attractive to boys and girls?
- Explore the use of tests by teachers and counselors to measure vocational ability and interest. Check to see if these tests have been reviewed for sex bias as required by Title IX.

4) Develop a network of teachers and counselors who can act as a support system to help counteract stereotypes and ensure equity.

- Meet regularly and share common concerns and design strategies for change.
- Share resources among network members.

Resources: Cracking the Glass Slipper: PEER'S Guide to Ending Sex Bias in Your Schools listed in Chapter V.

Possible Cross-Reference(s): Vocational Education; Instructional Personnel.

CCSEE - II WORKSHEET

Area of Concern: COUNSELING

Target Population(s): Grades K - 12 (instructional personnel)

Specific Issue: 12. Helping counselors become more effective in working with classroom problems related to sex equity.

Projected Outcome(s)

1) To assist counselors to play a more active role in reducing sexism in the school.

2) To strengthen the position of counselors/educators to the status of consultants and team members working closely with teachers in the classroom.

3) To provide a variety of role models in the teaching and counseling professions.

Recommended Change Strategies

1) TEAM BUILDING to enhance a cooperative team effort toward achieving sex equity.

2) COLLABORATIVE CONSULTATION to ensure equitable practices.

3) NETWORKING and RESOURCE LINKAGE to provide a support system for change.

Constraints:

Presence of:

1) Traditional attitudes and values.
2) Distorted perception of reality via the media and from educational materials.
3) School bureaucracy hard to influence.
4) Few take the issue of sexism seriously.

Lack of:

1) Role models.
2) Release time.
3) Cooperative working relationship between teachers and counselors.

Suggested Action Steps

1) Develop a team approach to solving equity problems in the classroom.
   - Meet with teachers to discuss the issue of sexism.
   - Make specific suggestions about what teachers can do.
   - Discuss direct actions or curriculum projects that have been used successfully in other schools.
   - Examine the classroom programs and curriculum materials presently used. Find out how they reinforce sexual stereotypes.

2) Offer collaborative consultation to faculty, staff, and administrators concerning ways to reduce sexism in the schools.
   - Consult with administrators concerning compliance issues--hiring, promotion policies, etc.
   - Examine after-school programs and activities for sexist practices. Consider new activities that could be offered to boys and girls together.
   - Develop closer school contact with fathers as well as mothers.
   - Examine attitudes and values of teachers and counselors that unconsciously reinforce sex stereotypes.

3) Establish a network of equity supporters to exchange ideas, offer assistance, and collectively plan for change.
   - Determine who is interested in working on sex equity.
   - Schedule meetings on an ongoing basis.
   - Share resources and information.
   - Solicit suggestions for change.
   - Provide recognition of efforts made by individuals and groups.

Resources:

Possible Cross-Reference(s): Instructional Personnel; Students; Vocational Education.

TOWARD EQUITY

D. Instructional Personnel

That part of the educational staff which includes teachers, teacher aides, curriculum personnel, and all those individuals who are concerned with developing/implementing instructional activities and assisting students in making behavior/attitude changes.

As defined, "instructional personnel" includes a wide range of professional and paraprofessional educators. This section focuses primarily on the teacher as an agent of change and on the exploration of teachers' effort to achieve sex equity with a variety of target populations (administrators, certificated staff, students, counselors and so forth).

It is recognized that the infusion of sex equity as an ongoing reality cannot occur readily unless teachers take advantage of the opportunities they have as holders of the central position between administrators, parents, students, and the community. Thus, this section includes the following:

- Specific guidelines for infusing sex equity concepts into all curriculum areas from early childhood to postsecondary education;
- Action plans for eliciting support and understanding from administrators, other teachers, and students;
- Suggestions for defining and redirecting behaviors/attitudes requiring examination and change as a result of the mandates of Title IX;
- Selected resources and cross-references to related areas in order to facilitate the assembling of effective professional support.

Teachers are charged with the responsibility of causing change and growth in their students. Accepting the task of accomplishing the far-reaching social changes implied and demanded as results of Title IX legislation and parallel state laws can be an overwhelming challenge. Changing curriculum content and changing behaviors/attitudes are difficult but essential. Extreme sensitivity to the needs and fears of students, their parents, administrators, and other colleagues must be a major consideration of the instructional personnel acting as change agents. Grace, skill, creativity, and persistent energy are necessary traits for teachers to have and use if the achievement of sex equity is to be accomplished. Teachers can be the key to effecting the needed changes. The strategies and action steps presented here are designed to offer hope, confidence, and suggested models for creating viable, courageous sex equity programs.

CCSEE - II WORKSHEET

Area of Concern: INSTRUCTIONAL PERSONNEL

Target Population(s): Administrators and all certified staff

Specific Issue: 1. Helping administrators and teachers acknowledge and maintain sex equity as an important priority.

Projected Outcome(s)

1) To instill sex equity priority at all management and teaching levels.

2) To train administrators and teachers in sex equity.

3) To maintain sex equity concepts as important priorities by use of ongoing evaluation, creative implementation, legal and emotional support.

Recommended Change Strategies

1) AWARENESS AND DIAGNOSIS ACTIVITIES to discover sex equity issues and district commitment.

2) TECHNICAL ASSISTANCE.

3) DIRECTIVE/THREAT/CONFRONTATION to reinforce Title IX priorities and regulations.

Constraints:

Presence of:

1) Competing priority programs requiring implementation.

2) Little comprehension of benefits of equity-based education for students and staff.

3) Reluctance to change.

4) Financial restrictions.

Suggested Action Steps

1) Inform administrators and teachers of the law, implementation deadlines, penalties for non-implementation, current court precedents.
   - Consider a no-holds-barred in-service program focusing on Federal government expectations for Title IX.
   - Seek dynamic, not too threatening, highly knowledgeable consultants with implementation expertise and sensitivity to staff fears and anxieties.
   - Assemble and distribute Title IX legal requirements and ramifications.
   - Teach grievance procedures.

2) Train teachers and administrators as change agents.
   - Teach skills and behavior to give confidence with classroom and district-level implementation.
   - Publicize efforts to learn and implement Title IX.
   - Ask/demand board of education priority consideration and support of Title IX.
   - Form district advisory committee of students, teachers, administrators, parents and community leaders.

3) Stress personal and professional benefits of committed, active, ongoing support of Title IX.
   - Encourage publicity about teachers' and administrators' non-stereotypical jobs, hobbies.
   - Publicize all district compliance successes in local papers. Let the community share in enjoying the expanded human resource potential Title IX offers.

Resources:

Possible Cross-Reference(s): Administrators; Community; Students; The Law.

CCSEE - II WORKSHEET

Area of Concern: INSTRUCTIONAL PERSONNEL

Target Population(s): Certified staff

Specific Issue: 2. Eliminating existing sexist behaviors and attitudes of teachers.

Projected Outcome(s)

1) To see students as persons rather than as boys and girls with given characteristics.

2) To institutionalize sex equity concepts.

3) To improve the school climate for change.

4) To increase teachers' understandings of their roles in perpetuating sexism.

5) To eliminate overt and unconscious behaviors and attitudes which have resulted in sex-biased education.

6) To give teachers tools for assessing their own sexist behaviors; to give them confidence and support.

7) To begin positive communication of nonsexist behaviors and attitudes to students.

Recommended Change Strategies

1) CONSULTATION AND DIAGNOSIS to assess situation and implement action plan.

2) AWARENESS ACTIVITIES for all certified staff and administration.

3) TEAM BUILDING to further awareness activities and to lead to curriculum and methods changes.

Constraints:

Presence of:

1) Teacher inability to define and identify sexist behaviors and attitudes.

2) Inertia, fear, feelings of being overworked.

Lack of:

1) District and school site priority for sex equity.

Resources:

Possible Cross-Reference(s): In-Service Training.

Suggested Action Steps

1) Gather support for presenting the problem.

- Elicit formal board, administration, and bargaining unit policy directives, release time for in-service training, financial priority.
- Explore local resources committed to sex equity--NOW, local mental health association (behavior modification techniques), churches investigating equity issue.

2) Arrange media blitz in schools and community.

- Show films and slide shows at faculty meetings, in classes, at the public library.
- Fill teachers' mailboxes with "read and route" materials which explain sex equity concepts, and which share biased and nonbiased articles, cartoons, vocabulary.

3) Formally explore personnel's existing sexist attitudes and behaviors in workshops.

- Devise exciting workshops using small groups; lots of self-exploration and evaluation.
- Concentrate on teachers' identification of ways they are sexist in their own lives, ways they have broken sex stereotypes, ways they were restricted in professional and private lives by sex-biased attitudes.

4) Launch an attack dealing with the informal teacher gatherings, such as a workroom/lounge where sexist comments, attitudes and behaviors are most often visible.

- Train sensitive, articulate teachers in "echoing techniques": each sexist comment is answered with an equally sexist comment.
- Encourage teachers to hear how their informal banter, often about students, perpetuates sexism.
- Include use of humor, role playing, behavior mirroring.
- Assume that teachers can learn, as well as teach.

CCSEE - II WORKSHEET

Area of Concern: INSTRUCTIONAL PERSONNEL

Target Population(s): All certified staff

Specific Issue: 3. Establishing a nonsexist environment for the learning center(s)--classrooms, laboratories, gymnasiums, libraries, etc.

Projected Outcome(s)

1) To sensitize staff members regarding sexist and nonsexist environmental indicators.

2) To initiate/maintain sex fair environments.

3) To encourage staff members to share good ideas with others.

Recommended Change Strategies

1) AWARENESS ACTIVITIES provided initially for department chairpersons and ultimately for all staff.

2) MATERIALS SELECTION/ADAPTATION/DEVELOPMENT to stimulate creation of nonsexist bulletin boards, resource centers, etc.

3) FOLLOW-UP AWARENESS ACTIVITIES to provide an arena for the sharing of good ideas.

Constraints:

Presence of:

1) Hard-core recalcitrants.

2) Organized resistance.

Lack of:

1) Administrative support/active encouragement.

2) Creativity, commitment.

Resources:

Project AWARENESS materials listed in Chapter VI. Ideas gleaned from films, magazines, newer nonsexist T.V. commercials.

Possible Cross-Reference(s):

Instructional Materials.

Suggested Action Steps

1) Use local, creative sex equity advocates to develop models/prototypes for nonsexist environments suitable for typical instructional class settings.
   - Include all disciplines (vocational education, science, physical education, English, music, etc.).
   - Include the development of bulletin boards, examples of nonsexist announcements, test question development, language selection tips, and nonsexist class organization alternatives (refers to instructional grouping, lining-up procedures, listing of students for classroom duties, etc.) in all models.
   - Develop criteria for nonsexist settings which could be applied by any interested staff member or parent.

2) Present models to department chairpersons.
   - Stage presentations as a priority, not as a hasty addendum.
   - Use enthusiastic, well-informed presenters--not dull, uncommitted individuals.
   - Point out the subtle effects of sexist settings; contrast to nonsexist environments.

3) Require/encourage chairpersons to share the presentation/ideas with all members of their staffs.
   - Include sex equity as a priority item at scheduled meetings.
   - Add personally created ideas to the models.
   - Use the overall concepts of sex equity as the impetus for such activity.

4) Encourage/require staff members to review their instructional areas and develop sex fair settings.
   - Plan a competition or just encourage the addition of this concern as part of the standard operating procedure.
   - Encourage staff to involve students in the process.
   - Visit and acclaim successful efforts; suggest improvements for less than desirable efforts.

5) Provide opportunities for the best ideas to be shared throughout the system.
   - Include as pictorial items in district newsletter.
   - Have show-and-tell sessions at scheduled in-service meetings.
   - Allow parents to apply the criteria developed as they visit the classrooms, at PTA meetings, etc.

CCSEE - II WORKSHEET

Area of Concern: INSTRUCTIONAL PERSONNEL

Target Population(s): All certified staff

Specific Issue: 4. Developing and implementing an effective sex equity in-service program for as many teachers as possible.

Projected Outcome(s)

1) To present to teachers vital, informative in-service experiences focusing on Title IX implementation strategies.

2) To establish administrative support for Title IX in-service training.

3) To increase district consciousness of nonsexist teaching methods and materials.

4) To make sex equity a high priority with wide visibility in the district.

Recommended Change Strategies

1) AWARENESS ACTIVITIES provided first for team leaders and then for all staff.

2) TECHNICAL ASSISTANCE AND TRAINING for developing imaginative, relevant in-service programs.

3) TEAM BUILDING to stimulate ongoing equity implementation in curriculum and personal teaching styles.

4) RESOURCE LINKAGE.

Constraints:

Presence of:

1) Teacher hostility to new program implementation.

2) Teacher prejudices against in-service training.

Lack of:

1) Release time for in-service sessions.

2) Board of education and administrative support.

Suggested Action Steps

1) Investigate in-service methods, choosing a plan full of zip, energy, and solid information.
   - Request/demand firm board and administrative participation.
   - Examine the district and community for sex equity leaders to use as resources.

2) Target energies to persons with most impact on students and other teachers.
   - Enlist efforts of energy-filled new teachers, savvy department chairpersons, perceptive students and their parents, respected board members.
   - Train this group in change agent techniques and as facilitators for future in-service programs for the total faculty.

3) Arrange school and community publicity which emphasizes the benefits of Title IX and honestly answers persons' fears and questions.
   - Encourage school and local library to feature nonsexist reading materials, films, speakers, stereotypical role models in displays.
   - Highlight areas where school is already in compliance.
   - Begin a resource bank of information, curriculum ideas, media materials.

4) Design in-service program which involves teachers in learning the law; examining their own sexist attitudes and behaviors.
   - Assume that a professional staff wants to participate, teach each other, laugh, and be active.
   - Include change agent exercises to increase skills for instituting change.
   - Follow all sex equity guidelines, being sure that each part of the in-service program is an example of compliance in the information presented and in the verbal and nonverbal communications.

Resources:

Possible Cross-Reference(s): Community.

CCSEE - II WORKSHEET

Area of Concern: INSTRUCTIONAL PERSONNEL

Target Population(s): All certified staff

Specific Issue: 5. Helping teachers recognize the importance of their role as change agents.

Projected Outcome(s)

1) To embolden staff belief in their abilities as change agents.

2) To learn change agent techniques and to apply these techniques in furthering sex equity implementation.

3) To continue and expand change agent roles in developing other nonsexist educational experiences for staff, community, parents, students.

Recommended Change Strategies

1) COLLABORATIVE CONSULTATION with agencies skilled in training change agents.

2) TECHNICAL ASSISTANCE from OCR, Project Equity, state department Title IX coordinators.

3) RESOURCE LINKAGE for expanding MATERIALS SELECTION/ADAPTION/DEVELOPMENT.

4) AWARENESS ACTIVITIES to increase skills and confidence.

Constraints:

Presence of:

1) Staff negative experiences in effecting major change within schools.

2) Administrative reluctance to engage in what might appear to be giving teachers more power.

Lack of:

1) Staff willingness to accept an active role in change.

2) Fears of change, of new ideas, of exploring new attitudes.

Suggested Action Steps

1) Collect human resources who advocate change and who are talented in reinforcing change.
   - Have them lead in-service sessions on change agent techniques and vocabulary.
   - Enlist administrative support--emotional and financial--for appropriate consultant services.

2) Build a leadership team which shares a commitment to sex equity and a willingness to experiment and grow--considering teachers, counselors, parents, students, community.
   - Assign team the primary job of encouraging, selecting, training change agents.
   - Publicize plans and results, honoring staff change agent efforts.

3) Recognize the important role of change agents.
   - Select easily obtained, visible goals for primary attention.
   - Provide interaction time to explore fears, practice skills, and experience the glorious power and courage of making things happen. Share. Support.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: INSTRUCTIONAL PERSONNEL

Target Population(s): All staff concerned with curriculum

Specific Issue: 6. Providing nonsexist instructional materials and methods in all class curricula.

Projected Outcome(s)

1) To institutionalize nonsexist instructional materials and methods in all class curricula.

2) To make using the materials easy, desirable, and professionally advantageous.

3) To inspire teacher creativity in devising nonsexist materials and methods.

4) To expand district- and school-level commitment, knowledge and expertise in use of nonsexist materials and methods.

Recommended Change Strategies

1) DIAGNOSIS of existing materials and methods.

2) TECHNICAL ASSISTANCE AND COLLABORATIVE CONSULTATION to explore wealth of data available for nonsexist instructional materials.

3) TEAM BUILDING to insure the evaluation and circulation of findings.

4) MATERIALS SELECTION/ADAPTATION/DEVELOPMENT.

Constraints:

Presence of:

1) Financial investments in materials which do not meet Title IX guidelines.

2) Teacher and administrative apathy.

Lack of:

1) Commitment to Title IX and its implications.

2) Financial support for new materials where necessary.

Resources:

Possible Cross-Reference(s): Instructional Materials.

Suggested Action Steps

1) Gear up the system to change.
- Assemble top-flight consultant help.
- Provide in-service sessions for all teachers, the board, administrators, selected parents, department heads and team leaders.
- Distribute samples of nonsexist instructional materials to all teachers; use their subject area samples.
- Enlist support of district librarians to gather resource bank of nonsexist instructional materials, tests, methods, films and related media.
- Publicize the problem, goals, action plan.

2) Present issues, financial needs, benefits to board of education, administrators, parents, supportive community groups.
- Require/demand support for sex-equity-based education.
- Involve total school population in assessing materials, adopting for them special district needs, developing new ones.

3) Set easily achieved goals first, to increase equity visibility and to raise enthusiasm.
- Praise and publicize all efforts.
- Arrange for feedback, and make follow-up plans for each phase of implementation.
- Encourage the immediate use of nonsexist materials and methods.
- Offer support, supplies, models as action plan progresses.
- State ultimate goal and steps to reach it clearly and repeatedly. Evaluate. Follow up.
- Expect nonsexist instructional materials and methods to be used in all class curricula.

CCSEE - II WORKSHEET

Area of Concern: INSTRUCTIONAL PERSONNEL

Target Population(s): K - 12 English teaching staff

Specific Issue: 7. Infusing sex equity concepts into the English curriculum.

Projected Outcome(s)

1) To establish a sex-equity-based English curriculum.

2) To provide nonsexist teaching materials and models to the entire English staff.

3) To encourage teacher and student participation in the curriculum design and teaching of sex equity concepts.

Recommended Change Strategies

1) DIAGNOSIS for thorough evaluation of current curriculum strengths and weaknesses relating to Title IX requirements.

2) TRAINING AND TEAM BUILDING to support staff change efforts and to encourage creative curriculum development.

3) MATERIALS SELECTION/ADAPTATION/DEVELOPMENT to ensure ongoing compliance with sex-equity-based education.

Constraints:

Presence of:

1) Overworked teachers.

2) Active resistance to curriculum change.

Lack of:

1) Administrative and departmental support.

2) Positive regard for sex equity.

3) Skills for student involvement.

Suggested Action Steps

1) Train English-teaching staff in concepts of Title IX.
- Use workshop planning resources.
- Encourage administrative participation and support.

2) Examine current curriculum for sex bias.
- Consider student assistance in designing evaluation checklist, assembling nonsexist and definitely sexist reading lists, assessing teacher-made tests for bias.
- Seek local evaluation support from parents, universities, curriculum consultants.

3) Realize that much of the English reading experience is pre-Title IX and sex biased.
- Encourage student and teacher discovery of this bias to further appreciation and to develop critical historical and literary perspective skills.
- Devise spelling/vocabulary lists of sexist and nonsexist terminology.
- Explore student and teacher prejudices concerning sex stereotyping in jobs, handwriting skills, spelling, criticism.
- Consider cross-age teaching, allowing older students to present nonsexist mini-units, book reviews, creative writing.

4) Share successes, failures, ideas.
- Direct teacher-lounge chatter toward sex equity issues and classroom successes with nonsexist curriculum adventures. Brag.
- Praise teachers' and students' efforts through bulletin boards, local and school newspapers, school assemblies.
- Ask local equity advocates for ideas, speeches, evaluation, support, and essay reading on the topic of sex equity.

Resources:

Toward Equity.

A Student Guide to Title IX, Sadker and Bailey, Resource Center on Sex Roles in Education.

Possible Cross-Reference(s): Instructional Materials; Students.

CCSEE - II WORKSHEET

Area of Concern: INSTRUCTIONAL PERSONNEL

Target Population(s): All students

Specific Issue: 8. Helping students understand and appreciate America's pluralism.

Projected Outcome(s)

1) To develop understanding and appreciation for the complexity and desirability of America's pluralism.

2) To develop ongoing techniques, plans, strategies for understanding and appreciation.

3) To fuse support for pluralism with Title IX for expanded use of America's human resources.

Recommended Change Strategies

1) AWARENESS ACTIVITIES to sensitize staff and students to pluralism.

2) DIAGNOSIS AND COLLABORATIVE CONSULTATION to assess current situation, needs, change strategies.

3) TECHNICAL ASSISTANCE WITH MATERIALS SELECTION/ADAPTION/DEVELOPMENT.

4) LEGISLATIVE INTERVENTION AND DIRECTIVE/THREAT/CONFRONTATION.

Constraints:

Presence of:

1) Racism.

2) Differing cultural expectations.

3) Community resistance.

Suggested Action Steps

1) Assemble support for increasing students' understanding and appreciation of America's pluralism.
   - Request board and administrative policy directives.
   - Supply human relations in-service training for teachers, revitalizing their support and appreciation for a pluralist country.

2) Devise district-wide action plan.
   - Include parents and students in planning.
   - Feature intensive support for ethnic holidays, historical leaders, current social problems.
   - Encourage classroom competitions through artwork, essays, presentations, assemblies which highlight diversity and similarities of school's population.

3) Seek community support.
   - Encourage use of school facilities for multicultural events.
   - Encourage local newspaper support through appropriate stories, pictures, features.
   - Ask service clubs, churches, and political organizations for financial, moral, and human resource support.

4) Assist teachers in finding or creating exciting multicultural appreciation lessons.
   - Include role playing, modeling, group discussions.
   - Openly confront racism through discussion, reading assignments, class meetings.
   - Assume students want to learn to live well, appreciatively, and with understanding in America's melting pot.

Resources:

Possible Cross-Reference(s): Community; Administration; Other Human Rights Issues.

CCSEE - II WORKSHEET

Area of Concern: INSTRUCTIONAL PERSONNEL

Target Population(s): Secondary and Postsecondary

Specific Issue: 9. Recruiting students for non-traditional classes (exclusive of vocational education) offering nonsexist curriculum, such as "Singles Living," and "Women in History."

Projected Outcome(s)

1) To encourage student enrollment in classes offering a nonsexist curriculum.

2) To establish acceptance of nonsexist curriculum offerings, leading to ending needs for recruitment.

3) To increase total school population sensitivity to benefits of Title IX.

4) To overcome student fears of being the first girl in auto shop or the first boy in child care.

5) To model nonsexist curricula for adaptation in other teaching areas.

Recommended Change Strategies

1) COLLABORATIVE CONSULTATION to alert and train school faculty, counselors, administrators.

2) MODELING to demonstrate active teacher support of non-traditional, nonsexist classes.

Constraints:

Presence of:

1) Student peer pressure to not be different.

2) Parental fears for child's sexual identification.

3) Teacher and counselor inabilities to "sell" non-traditional, nonsexist classes.

Suggested Action Steps

1) Call a faculty meeting of counselors and administrators to identify the problem, to devise an action plan, and to sensitize staff to student fears and prejudice.
   - Explain Title IX regulations; benefits.
   - Suggest that student and teacher acceptance of nonsexist classes will hasten Title IX compliance.
   - Use lively, committed, respected presenters who are sensitive to fears of change in teachers and students.
   - Talk a lot.
   - Refer to in-service guidelines for planning help.

2) Actively recruit students for non-traditional classes.
   - Use scheduling; positive reinforcement.
   - Publicize student successes with non-traditional classes.
   - Bring in speakers from the community who model non-stereotyped job occupations --female mechanics, male kindergarten teachers, female electricians, etc.
   - Identify particularly committed staff; assign them to help counselors and students at course selection time.

3) Recruit teachers to serve as role models in learning non-traditional, nonsexist activities. Encourage teacher sharing of non-traditional skills, such as science teacher demonstrating baby bathing in child care, and an English teacher learning to play volleyball during prep. period.
   - Make role modeling a high priority, allowing time, scheduling easements, and other change-support techniques.
   - Publicize teacher efforts.
   - Encourage students to try non-traditional experiments as they choose classes.

Resources:

How to Deal with Sex-Role Stereotyping.

A Student Guide to Title IX.

Possible Cross-Reference(s): Students; Counselors; Community.

CCSEE - II WORKSHEET

Area of Concern: INSTRUCTIONAL PERSONNEL

Target Population(s): Certified early childhood and preschool staff

Specific Issue: 10. Eliminating existing sexism in early childhood and preschool programs.

Projected Outcome(s)

1) To develop keen awareness of the issues, responsibilities, and benefits of sex equity.

2) To explore carefully the subtle behaviors and attitudes which encourage and maintain sexism in early childhood and preschool programs.

3) To foster active and positive use of nonsexist materials and teaching techniques.

4) To sensitize instructional personnel and parents to the potential damage caused by sex-stereotyped teaching practices.

5) To lead instructional staff and parents toward belief in and support of nonsexist learning experiences.

6) To eliminate sexism in early childhood and preschool programs.

Recommended Change Strategies

1) AWARENESS ACTIVITIES for parents and instructional personnel.

2) COLLABORATIVE CONSULTATION to involve local agencies responsible for early childhood programs.

3) DIAGNOSIS to evaluate the extent of sexist education, to develop strategies for action, and to provide ongoing evaluation and support.

Constraints:

Presence of:

1) Ingrained sex-biased methods and attitudes.

Lack of:

1) Energy, commitment, understanding.
2) Parent support.
3) Effective models.

Suggested Action Steps

1) Investigate current instructional materials and presentation methods for sex bias.
   - Form parent/faculty committee, selecting persons with expressed interests in Title IX ramifications.
   - Arrange board of education and administration-directed support through in-service sessions, PTA presentations, and financial assistance.

2) Assemble a data bank with models, evaluation instruments, lesson plans, films, biased and nonbiased teaching materials.
   - Circulate materials to teachers and parents, eliciting input and ideas.
   - Prepare an agenda to examine materials at faculty meetings. Discuss.

3) Identify sexist policies within the school.
   - Raise consciousness and eliminate the most obvious (e.g., boy and girl line-ups) forms of sexism.
   - Evaluate for sex bias all learning materials used regularly.

4) Sponsor evaluation by consultants to aid in discovering subtle perpetrations of sexism by staff through attitudes, stereotyping, verbal and nonverbal communications.
   - Encourage staff to select evaluators.
   - Announce and praise positive changes in methods and materials--positive reinforcement works with students and staff.

5) Visit nonsexist learning environments.
   - Encourage those visited to share how they learned to eliminate sexism, the problems they encountered, and their successes.

Resources:

Possible Cross-Reference(s): Instructional Materials; Administrators.

CCSEE - II WORKSHEET

Area of Concern: INSTRUCTIONAL PERSONNEL

Target Population(s): All certified staff and counselors.

Specific Issue: 11. Examining teacher-made tests for sex bias.

Projected Outcome(s)

1) To bring teacher-made tests into compliance with Title IX.

2) To develop non-threatening, ongoing evaluation of teacher-made tests.

3) To sensitize all persons concerned with testing to the requirements of Title IX.

Recommended Change Strategies

1) AWARENESS ACTIVITIES for teachers and counselors.

2) DIAGNOSIS AND TECHNICAL ASSISTANCE.

3) MATERIALS SELECTION/ADAPTION/DEVELOPMENT for preparing tests without sex bias.

4) COLLABORATIVE CONSULTATION for ongoing support.

Constraints:

Presence of:

1) Teachers' reluctance to expose creative efforts.

2) Ongoing evaluation of teacher-made tests is difficult to monitor.

3) Sexism in testing is difficult to assess.

Suggested Action Steps

1) Collect and disseminate relevant material on sex-bias research in testing.
   - Use consultant resources to explore material, implications, techniques for nonbiased tests.
   - Provide teachers with samples of biased and nonbiased testing in their subject areas.

2) Assemble school and/or subject-area work groups.
   - Evaluate current and past testing materials.
   - Design easily used checklist for teacher tests.
   - Practice writing test questions which are biased and nonbiased toward further understanding.

3) Writing tests is difficult and personal.
   - Establish non-threatening sharing environment.
   - Praise and encourage all efforts.
   - Assist team leaders in establishing trust in the sharing of teacher-made tests.

4) Involve counseling staff in all in-service activities, exercises, sharing.
   - Sensitize counselors to needs for equity-based achievement and intelligence testing.
   - Support counselors' efforts to examine and make changes in these instruments.

Resources:

Possible Cross-Reference(s): Counselors.

TOWARD EQUITY

E. Media Specialists

Those persons in education who design, select, adapt, disseminate, evaluate, store, retrieve, and utilize print and nonprint materials.

This section deals with the basic issues of sex equity as they relate to instructional/training materials and other educational products. The issues are addressed to all levels of educational institutions (e.g., elementary, secondary and postsecondary) and to the wide variety of people served. The target populations include media specialists, librarians, curriculum directors, pre-service and in-service teacher training staff, speech department personnel, and communications/language arts specialists.

While Title IX does not specifically cover the elimination of biased textbooks/media, it is recognized that these resources can greatly contribute either to the promulgation of stereotyped thinking or to the possible breakthrough and grasping of positive equity concepts. Many Americans are intensely influenced by visual stimuli; effective use of the media can serve as either a positive or a negative vehicle for the achievement of sex equity.

Learning to recognize discriminatory/biased techniques, content, and inferences in available media and developing criteria to eliminate the future purchasing of such stereotyped materials are two of the issues addressed in this section. Others include becoming aware of the social consequences of sexism in language; learning how to interface efforts so as to eliminate not only sexism but all the other "isms" (race, handicap, national origin, and so forth); and being able to create an up-to-date nonsexist media bank.

The role of the media specialist in the movement toward equity is an important one. As a developer of new materials, a force for the acquisition of existing materials, a source of recommendation regarding the use of materials, and an ongoing evaluator of processes and materials, the media specialist influences all people. Becoming sensitive to issues, becoming skilled in recognizing the merits/demerits of materials, and being committed to the cause of eliminating the "isms" are all essential qualities for media specialists This section seeks to enhance the potential for the development of such characteristics.

CCSEE - II WORKSHEET

Area of Concern: MEDIA SPECIALISTS

Target Population(s): Librarians, Media Specialists, Curriculum Directors
Elementary, Secondary, Postsecondary

Specific Issue: 1. Developing and implementing a nonsexist materials selection process(es).

Projected Outcome(s)

1) To assist media personnel, curriculum specialists, librarians, and instructional staff in developing guidelines for the evaluation of print and nonprint materials.

2) To inform authors, publishers, software producers, and distributors of a need for sex fair print and nonprint materials.

3) To disseminate equity-based print and nonprint materials and resources.

4) To remove or replace materials which reinforce sex-role stereotyping.

5) To assist instructional staff in the design and production of nonsexist materials.

Recommended Change Strategies

1) RESOURCE LINKAGE to ensure the acquiring of relevant equity resources (print, nonprint, and human).

2) TRAINING via in-service sessions for all people.

3) MATERIALS SELECTION/ADAPTATION/DEVELOPMENT to eliminate sexist policies and practices.

Constraints:

Presence of:

1) Reluctance of instructional staff/students to give up comfortable perceptions.
2) School budgets which may not allow for replacement of all sexist materials.
3) Low awareness and commitment to equity on the part of some publishers and producers.
4) Editor and producer bias.
5) Attitudinal resistance.

Suggested Action Steps

1) Enlist aid of organizations, elected officials, school officials, etc., to establish criteria and evaluation procedures that identify sex-stereotyped materials.
   - Create public awareness of the problem via the media.
   - Involve a wide multicultural segment of the community in the textbook and audio-visual selection process.
   - Write letters of support to publishers and producers commending their omission of sex-biased materials.
   - Acknowledge and recognize textbook and audio-visual selection committees that make an effort to eliminate sex-biased materials.
   - Establish political action networks of concerned citizens to lobby for legislative change.

2) Provide mandatory or voluntary in-service training for students, parents, instructional staff, librarians, media specialists, etc.
   - Interpret Title IX legislation and its relationship to course content and instructional materials.
   - Discuss the effects of sex-biased materials on the immediate and future behavior and expectations of students.
   - Introduce strategies for enabling students to recognize biased materials.
   - Offer students opportunities to formulate alternative attitudes and behaviors.

3) Develop, acquire, produce, publish and disseminate sex equity instructional materials.
   - Utilize the information system of the Women's Educational Equity Communication Network (WEECN).
   - Enlist the support of professional organizations such as the Association for Educational Communications and Technology (AECT) and the American Library Association.
   - Submit articles concerning the need for sex fair print and nonprint materials to journals such as AV Communication Review, Media and Methods, School Library Journal, and Film News.
   - Include the expertise and support of State Departments of Education as well as Schools of Education (departments of educational technology, audio-visual instruction) and Schools of Library Science at nearby institutions of higher education as an advocate network for change and production consultation.

Resources: Nonprint Resources in Women's Educational Equity and Sexism in Materials: How to Detect It and How to Counteract Its Effects in the Classroom listed in Chapter V. See also print and nonprint recommendations listed in Chapter V.

Possible Cross-Reference(s): Instructional Staff; Instructional Materials.

CCSEE - II WORKSHEET

Area of Concern: MEDIA SPECIALISTS

Target Population(s): Media Specialists, Librarians, Curriculum Directors

Specific Issue: 2. Developing an up-to-date nonsexist media bank.

Projected Outcome(s)

2) To develop an up-to-date data bank or print and nonprint resources that meet equity standards.

2) To disseminate equity-based print and nonprint materials and resources.

3) To assist educators in becoming more aware of instructional/training materials and other educational products which are designed to further educational equity.

4) To provide descriptions of educational curricula, programs, and treatments which facilitate educational equity for women or which act as barriers to such equity.

Recommended Change Strategies

1) RESOURCE LINKAGE to provide an exchange of information, products, ideas, and materials.

2) MATERIALS SELECTION/ADAPTATION/DEVELOPMENT to disseminate nonsexist resources.

2) MATERIALS SELECTION/ADAPTATION/DEVELOPMENT to disseminate non-sexist resources.

Constraints:

Presence of:
1) Existing stereotyped traditions.
2) Attitudinal resistance on the part of all people.
3) Editor and producer bias.

Lack of:
1) Available funds.
2) Awareness and commitment to equity on the part of publishers and producers.
3) Wide dissemination of appropriate information and materials.

Resources: Nonprint Resources in Women's Educational Equity; New Perceptions: A Bibliography of Racial, Ethnic, and Feminist Resources; Womanhood Media; Womanhood Media Supplement; and other resources listed in Chapter V.

Possible Cross-Reference(s): Instructional Staff; Instructional Materials.

Suggested Action Steps

1) Develop a coordinated information dissemination system that can enhance the development, acquisition, and improvement of instructional materials of a nonbiased nature.

- Utilize the National Information Center for Educational Media (NICEM) and the National Instructional Materials Information Systems (NIMIS) data bases and other listings.
- Participate in communications networks such as the Women's Educational Equity Communications Network (WEECN).
- Provide supporting data, research and other information which will facilitate the development of new, nonsexist educational programs and materials.

2) Develop a linkage network of information about (a) individuals who have produced sex fair educational products and studies and/or (b) individuals who are knowledgeable about implementing programs which are designed to achieve educational equity. Sources for the materials that might be included in the network are:

- Educational institutions and agencies.
- Government bodies and agencies at the local, state, and Federal levels.
- Women's groups and organizations.
- Professional organizations and groups concerned with education and equity issues.

- Include all or some of the following in the proposed products of the network:
  - An abstract journal describing the materials included in the network.
  - A glossary of terms used to describe the materials in the network.
  - Network description and services announcement.
  - Bibliographies; filmographies.
  - Current awareness and training materials.
  - Lists of relevant grants and contracts awarded in equity and of research in progress.
  - A network newsletter.
- Include all or some of the following in the proposed user services:
  - "Hard" copy or microfiche copies of materials specified in requests.
  - Searches to identify materials and other resources to meet user needs.
  - Access to the network via toll-free telephone, mail, or computer.
  - Workshops and seminars to assist educators to learn more about how to locate and use the resources available to attain educational equity.
  - Linkage with other information sources, networks and equity services.

CCSEE - II WORKSHEET

Area of Concern: MEDIA SPECIALISTS

Target Population(s): Pre-service and in-service Teacher Training; Elementary, Secondary, Postsecondary Departments of Speech, Communication, and English

Specific Issue: 3. Becoming aware of the social consequences of sexism in language.

Projected Outcome(s)

1) To explore facets of sexism in language.

2) To become aware of the research on sexual differentiation in language.

3) To discover how language use can explain the nature and extent of inequity.

4) To develop nonsexist language guidelines.

5) To develop a network of professional advocates and supporters who might assist in eliminating linguistic sexism.

Recommended Change Strategies

1) IN-SERVICE TRAINING to illustrate how language transmits implicit values and behavioral models.

2) MATERIALS/ADAPTATION/DEVELOPMENT to create positive sexual and social images in educational materials.

3) RESOURCE LINKAGE via network involvement of professional organizations.

Constraints:

Presence of:

1) Resistance to change.
2) A language of the school which mirrors the sexist assumptions of society.

Lack of:

1) Knowledge and research concerning interrelations of sex, social class, race, ethnicity and age as they affect the use of language.

Suggested Action Steps

1) Collaborate with Departments of Speech, Communication, and English to develop an in-service or pre-service workshop to explore linguistic sexism and its social consequences.
   - Investigate the effect of language on women's sense of identity.
   - Review all publications and school documents for linguistic sexism. Use those found to be sexist as focal components for the sessions.
   - Recognize that nonverbal aspects of femininity and masculinity can also perpetuate sex-role stereotypes. Include this in all in-service sessions.
   - Examine teacher language use, such as generic "man" and "he"; occupational terms which often ignore the existence of women workers; or a patronizing tone toward women. Discuss implications of such sexist language (social consequences, etc.).
   - Survey stereotypes of women's speech in various media (cartoons, commercials, advertising, etc.) to help participants become more aware of sexism in the English language.
   - Develop workshop activities which distinguish between language about the sexes and the way women and men use language (differences in word choice, syntax, language style, etc.).

2) Develop, publish and disseminate a comprehensive set of guidelines to isolate unconscious sexist assumptions in language; devise possible alternatives.
   - Contrast these guidelines to Guidelines for the Development of Elementary and Secondary Instructional Materials: The Treatment of Sex Roles, by Holt, Rinehart and Winston, and Guidelines for Equal Treatment of the Sexes in McGraw-Hill Company Publications.

3) Enlist the professional assistance of various caucuses, committees, and independent groups related to the study of sex differences in language, speech, and nonverbal communication--Modern Language Association (MLA), National Council of Teachers of English (NCTE), etc.--to act as a network or support system for change.

Resources: See guidelines listed in bibliography of Chapter V.

Possible Cross-Reference(s): Postsecondary; Instructional Materials; Instructional Staff.

CCSEE - II WORKSHEET

Area of Concern: MEDIA SPECIALISTS

Target Population(s): Multicultural, Teacher Training -- Elementary, Secondary, Postsecondary

Specific Issue: 4. Interfacing efforts to eliminate sexism in all other "isms" (race, class, handicap, age, etc.).

Projected Outcome(s)

1) To develop a model for implementation of education that is multicultural and nonsexist.

2) To develop educational policies and practices that respect, value, and affirm the diversity which each individual brings to the classroom.

3) To select, adapt, develop and assess curricula, learning activities, and materials to eliminate ethnocentrism and to affirm cultural diversity in school and society.

Recommended Change Strategies

1) TRAINING via re-education of professionals through in-service programs.

2) AWARENESS ACTIVITIES to study the nature and impact of prejudice and discrimination.

3) MATERIALS/ADAPTATION/DEVELOPMENT to eliminate bias in instructional materials.

4) RESOURCE LINKAGE via print, nonprint and human resources.

5) FOLLOW-UP ACTIVITIES to ensure cultural and individual diversity.

Constraints:

Presence of:

1) Resistance and bias to alternative lifestyles and value orientations.

2) A pattern of racist, sexist attitudes in our society.

3) Educators' past experiences based on "melting pot" idea.

4) A slowness of institutional and organizational efforts to change

Lack of:

1) Resources.

Suggested Action Steps

1) Develop an understanding among educators for the necessity of multicultural, nonsexist education via in-service workshops and seminars.

- Encourage each individual to define his/her perceptions of racism, sexism, and classism.
- Examine and discuss questions relevant to educators' perceptions and situations.
- Introduce dialogue to facilitate meaningful communication among colleagues.
- Examine the impact of prejudice and discrimination upon individuals and groups.
- Explore the manner in which schools and other societal institutions perpetuate discrimination.
- Consider the nature, function, and actions of social institutions to enhance educator awareness of institutionalized racism and sexism.
- Discuss PL 94-142 and its implications for the handicapped.
- Examine the following areas:
  - Traditional social, vocational, and educational patterns of minorities, women, the aged, and the handicapped.
  - A class analysis of minorities and women.
  - The legal status of women and enforcement of laws in relation to women and minorities.
  - Religious doctrines and practices regarding women and minorities.
  - Employment policies and practices, along with differential incomes, for minorities and women.
  - Enrollment patterns in institutions of higher learning.
  - Mass media representation of minorities, the aged, women, and the handicapped.

2) Provide educators with significant information about the various dimensions of race, culture, and individuality to serve as the basis for appreciating and accepting differences.

- Introduce a variety of awareness activities via workshops, seminars, formal courses, laboratory or micro-teaching, and informal and casual interaction.
- Examine the discriminatory power of racist and sexist language.

3) Select, adapt, develop and assess curriculum and materials (print and nonprint).

- Analyze instructional materials, tests, and media publications to become cognizant of the omissions, biases, and stereotypes which materials overtly and covertly display.

4) Recognize the various resources of the community, not only as aides or guest speakers, but as regular participants in ongoing classroom activities.

- Utilize community's physical resources.

5) Develop, implement, and evaluate multicultural, nonsexist experiences on a regular basis in the school setting.

Resources: Education That Is Multicultural: A Model for Implementation Through In-Service Education by Grant and Melnick and In Praise of Diversity by Grant listed in Chapter V.

Possible Cross-Reference(s): Postsecondary; Instructional Staff; Counseling; Instructional Materials; Human Right

CCSEE - II WORKSHEET

Area of Concern: MEDIA SPECIALISTS

Target Population(s): Media Specialists, Librarians, Curriculum Directors
Elementary, Secondary, Postsecondary

Specific Issue: 5. Learning how to use existing sexist materials in a nonsexist manner.

Projected Outcome(s)

1) To assist educators to become aware of how to use existing sexist materials (print and nonprint) in a nonsexist manner.

2) To become aware of the effects of sex-biased materials.

3) To inform authors, publishers, software producers, and distributors of a need for sex fair print and nonprint materials.

Recommended Change Strategies

1) AWARENESS ACTIVITIES concerning the negative effects of sex-role stereotyping.

2) MATERIALS ADAPTATION to eliminate sexism in print and nonprint areas.

3) TRAINING via in-service workshops.

Constraints:

Presence of:

1) Attitudinal resistance.
2) Time pressures.
3) Apathy.

Lack of:

1) Awareness of and commitment to equity.
2) Creative impetus for change.

Suggested Action Steps

1) Provide a series of awareness activities to help media specialists, librarians, curriculum directors, etc., to become sensitive to the negative effects of sex-role stereotyping in educational materials.
   - Broaden and deepen awareness of and sensitivity to the myths and stereotyping that support sex bias and sex discrimination.
   - Recognize the need for attitudinal and behavioral change in one's own sex-role stereotyping.
   - Develop a commitment to encourage a similar change in others.

2) Create a series of mini-workshops to discuss how existing sexist print and nonprint materials can be used in a nonsexist manner.
   - Enlist the support of students to preview software (films, filmstrips, videotapes, slide-tape programs) for sex bias. Develop class activities such as simulation and gaming, bulletin board displays, and slide-tape programs that point out the negative effects of such sex bias. Create and adapt these materials to a nonsexist fashion.
   - Work out guidelines on sexism with students, so that students can evaluate the materials they use. Such activities will encourage them to think more critically and analytically rather than accept every statement at face value.
   - Initiate class discussions of the content of textbooks as well as nonprint materials. Introduce such questioning strategies as: Are they realistic? Why, or why not?
   - Collect nonsexist supplementary materials (periodicals, newspapers, library books, paperbacks, publications of government agencies, etc.). Also use such media as photographs, records, tapes, artwork, films, and videotapes.
   - Encourage students to fill in the omissions from history or social studies texts. Reproduce the materials they create.
   - Ask students to compose descriptions or make collages of the "ideal woman" or "ideal man" as presented in the communications media. Discuss whether it is desirable to be like any of these images. Give reasons.
   - Ask students to analyze sexism in popular songs, jokes, the district's personnel directory, T.V., cartoons, nursery rhymes, toys and toy packaging.

3) Include the support of teachers, parents, and students to write collective and individual letters to publishers and producers encouraging their help in providing sex fair materials.
   - Establish an ad hoc library committee and textbook selection committee to examine print materials for their sex fair content.
   - Appoint a special committee to prepare a display of sex fair print and nonprint material that can become a focal point for a future district-wide or institutional sex equity program or conference.

Resources: Sexism in Materials: How to Detect It and How to Counteract Its Effects in the Classroom and Sex Equality in Educational Materials listed in Chapter V.

Possible Cross-Reference(s): Instructional Personnel; Instructional Materials.

CCSEE - II WORKSHEET

Area of Concern: MEDIA SPECIALISTS

Target Population(s): K - postsecondary (media personnel, librarians, curriculum directors)

Specific Issue: 6. Helping media specialists become aware of their role as change agents.

Projected Outcome(s)

1) To help media specialists recognize the need for change, and to plan and execute change actions.

2) To encourage media specialists to view themselves as change agents.

3) To help media specialists function as change agents skilled in the use of various interventions, techniques and models in initiating and implementing change.

Recommended Change Strategies

1) RESOURCE LINKAGE providing access to various persons participating in the change effort.

2) CONSULTATION to educational institutions and the educational system.

3) COLLABORATION by appropriately involving the persons affected by the changes.

Constraints:

Presence of:

1) Resistance to change.
2) Uncontrollable environmental factors.
3) Fear of failure.

Lack of:

1) Self-confidence.
2) Motivation.
3) Readiness to function as a change agent.
4) Respect or trust.

Suggested Action Steps

1) Develop a linkage system to provide easy access to print, nonprint, and human resources related to equity and change strategies.
   - Be accessible to those who are working on change, or who will participate in it.
   - Develop trust between all others concerned.
   - Level with people on plans and problems.
   - Keep the goals of equity clearly in mind, and help others to do the same.
   - Define the responsibilities of others.

2) Provide proper information and communication to members of the system. Present ideas, opinions, and concepts from equity experiences that may be helpful in planning change.

3) Serve as a problem-solving consultant to the system.
   - Focus on the areas that need change; use data, not just hunches.
   - Develop interdependence with faculty, administrators, students, community, etc.
   - Admit mistakes and learn from failure.
   - Look beyond superficial symptoms to find deep-seated causes.

Resources: Visualizing Change by Gordon L. Lippitt, and other references listed in Chapter V.

Possible Cross-Reference(s): Administration; Postsecondary; Community; Instructional Personnel.

F. Physical Activity Staff

Those persons in education who deal with the instructional programs of physical education, athletics, intramurals, and school recreation.

No other part of the Title IX mandates has received more publicity and public attention than that of athletics and physical education. These physical activity areas constitute the most visible challenge of Title IX, for all people can see, simply by driving past the school during the school day or attending an athletic contest, whether coeducational instructional programs are being offered in physical education and whether equal athletic opportunities have been developed and implemented for both sexes. This section deals with sixteen critical issues related to the attitudes, knowledge and skills of physical activity personnel. Should the recommended action steps be implemented, not only would sex equity be achieved; but also qualitative improvement of instructional programs in physical education, athletics, intramurals, and club sports would be assured.

Using a Federal mandate as an opportunity for program/personnel growth and development is much more desirable than using the law as a fear/threat object. Recognizing the philosophic dichotomies that exist between many female and male physical educators/coaches and learning to build on the areas of agreement they possess, as opposed to the areas of disagreement, are essential if positive outcomes are to be achieved and maintained.

This section gives practical insights and beginning action steps which could facilitate sex equitable programs which meet the individual needs, interests and abilities of the clients to be served. Most of the strategies presented here call for the interaction between teachers, administrators, students and the public. This communication and involvement is essential if the concepts of equity are to be infused in all program elements and accepted by all people.

Throughout the country, many changes have already been made in the physical activity areas so that boys and girls are better served in the instructional processes related to physical education and athletics. Other changes are still needed so "arenas for embarrassment" are eliminated, so positive self-concepts are strengthened, and so the inherent values of meaningful physical activity programs are embraced by each of the students to be served--not just by those who already possess innate movement skills. Title IX and the procedural steps that must be followed in order to fulfill its mandates give educational personnel the opportunity to review program intent and outcomes, to restructure as necessary, and to better serve all clientele. This section strives to facilitate such a positive approach.

CCSEE - II WORKSHEET

Area of Concern: PHYSICAL ACTIVITY STAFF

Target Population(s): Grades K - 6

Specific Issue: 1. Establishing/maintaining a nonsexist elementary school physical education program.

Projected Outcome(s)

1) To place more emphasis on a quality program at the elementary level and to staff it with trained physical educators.

2) To orient the curriculum toward basic movement skills rather than team sports.

3) To maintain and foster positive social interaction among all students.

4) To involve both sexes in the physical education program.

Recommended Change Strategies

1) RESOURCE LINKAGE/TEAM BUILDING between teacher training institutions, district and site staff, and outside resource persons.

2) MATERIALS SELECTION/ADAPTATION/DEVELOPMENT utilizing several existing exemplary models.

3) AWARENESS session to provide information about the social, emotional, and physical needs of children.

Constraints:

1) Cultural community attitudes are in conflict with district policy.

2) Few elementary school employees serve as role models in non-traditional areas.

3) Funding for elementary physical education is limited by secondary school priorities.

Suggested Action Steps

1) Rally support for a sound elementary school physical education program.
- Hire a resource person who has appropriate credentials.
- Meet with central office staff to align support for hiring competent women and men physical educators.
- Organize a commission/committee of educators, parents, and students to formulate policies, goals, and objectives necessary for growth.

2) Redirect emphasis toward formative growth activities.
- Review existing materials and models.*
- Schedule a planning seminar that includes elementary and secondary staffs to coordinate ongoing goals and objectives for students.
- Plan a sequential movement program utilizing a varied developmental scope of activities.**

3) Structure positive self-concept activities.
- Give verbal and nonverbal reinforcement to each child each day.
- Choose students at random for leadership positions.
- Focus on group achievement for evaluation, as opposed to recognition only of unusual skill level (develop "we can" in harmony with "I can").
- Discuss and display student-made posters depicting boys and girls playing together.

4) Include sex equity concepts in daily activities.
- Talk about outstanding female as well as male performers.
- Avoid the use of sexist language.
- Encourage all students to develop a high level of fitness, to recognize their capabilities/limitations, and to appreciate the efforts/achievements of self/classmates.
- Provide all students with equal opportunities to participate in all aspects of the program.

Resources: *Dynamic Elementary Physical Education, by Robert Pangrazi, Arizona State University.
**Physical Education for Children in California Public Schools, Ages 4 - 9, California State Department of Education, Sacramento, 1978.

Possible Cross-Reference(s): Instructional Personnel.

CCSEE - II WORKSHEET

Area of Concern: PHYSICAL ACTIVITY STAFF

Target Population(s): Grades 6 - 12

Specific Issue: 2. Developing "equal" programs which still reflect the different needs, interests and abilities of the students.

Projected Outcome(s)

1) To provide both boys and girls access to physical activities.

2) To ensure equal opportunity for participation in physical activities regardless of skill.

3) To recognize the achievements of male and female students in an equitable manner.

Recommended Change Strategies

1) AWARENESS of the needs, interests, and abilities of all students.

2) MATERIALS SELECTION/ADAPTATION of course of study and departmental procedures and policies.

3) TEAM BUILDING between the school and community at the various levels.

Constraints:

Presence of:

1) Indifference to the fringe benefits of competition (scholarships, publicity).
2) Inflexibility of staff members.

Lack of:

1) Understanding of the concept of equal educational opportunity.
2) Encouragement to revise faulty perceptions.

Suggested Action Steps

1) Guide the development of the curriculum and course offerings to meet the needs of all students.
   - Survey the students to ascertain interest levels in a wide variety of activities.
   - Write a course of study taking student interest and teacher competence into consideration.
   - Devise an instrument to pre-test competencies to facilitate grouping for instruction.
   - Emphasize student choice in the selection of activities.
   - Form a district or league athletic committee to increase or balance the numbers and types of activities at different skill levels.
   - Sell the advanced program offerings with a mini-course option at the beginning level.
   - Develop a materials bank for teachers who are teaching new units of study.
   - Evaluate the program and process goals of the curriculum regularly.

2) Expand the program to provide equitably for the range of student skills.
   - Group students by ability to assure maximum participation.
   - Schedule class and athletic activities to maximize involvement at all levels of competition (e.g., divide for tournaments by skill).
   - Consider using materials and methods developed for working with exceptional learners, such as PEOPEL.*

3) Highlight the successes of individuals and groups involved in physical activities.
   - Appoint or elect students to serve as department liaisons with the student publications, local press, parent groups, and district information services.
   - Organize and conduct a press workshop to learn techniques to gain publicity.
   - Schedule game times and transportation to allow play before peers, community, college, or professional scouts.
   - Form a student steering committee to reorganize the current Letter Club.

Resources: *Physical Education Opportunities Program for the Exceptional Learner, Phoenix Union High School System, Edwin Long, Director, Phoenix, Arizona. (PEOPEL).

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: PHYSICAL ACTIVITY STAFF

Target Population(s): Grades 9 - 12

Specific Issue: 3. Coping with dichotomous philosophic postures/values when merging departments.

Projected Outcome(s)

1) To explore the positive elements of existing programs.

2) To increase understanding between members of the merging departments.

3) To establish and maintain positive lines of communication.

Recommended Change Strategies

1) AWARENESS ACTIVITIES to provide insight into opposing or conflicting philosophies.

2) TRAINING in sensitivity sessions for all staff members.

3) TEAM BUILDING to provide opportunities to talk and work together.

Constraints:

Lack of:

1) Understanding of divergent personalities and philosophies.

2) Sensitivity to others' needs.

3) Willingness to come out of a self-imposed shell.

Suggested Action Steps

1) Ascertain the goals and objectives of the total department.
   - Meet as a group to determine long- and short-range goals for the program, such as fitness or movement orientation.
   - Use an instrument* to ascertain the status quo and/or desired goals of the two staffs.
   - Write an encompassing position statement to include desired program outcomes for students (considering the cognitive, affective, and psychomotor domains).

2) Involve all department members in seeking interaction and in problem solving.
   - Seek solutions to the problems of merging (provide common, accessible storage area for all equipment, for all staff, etc.).
   - Provide opportunities for individual values clarification and development of skills in intergroup dynamics by calling on individual members to lead discussions and conduct in-service sessions or to perform team tasks, such as working together on setting up equipment or designing final tests for units of instruction.

3) Use heightened awareness to find solutions to departmental concerns.
   - Discuss strategies which will enable compatible structuring of equipment and facility use (rotate teaching time in an area to assure fair treatment, etc.).
   - Schedule observation time in one another's classes to compare activities and strategies with philosophy, to garner tips on dealing with an apathetic non-participant, to see ways to improve programs, etc.
   - Conduct an unbiased election of a single department chairperson or find ways to influence the administration in their ways of appointing a department chair.
   - Schedule regular meetings to work out and monitor ongoing problems (air and solve them before they grow).
   - Design an instrument to evaluate goals and objectives (give each department member an area to view, evaluate and report).

Resources: *See Appendix for a department merging/prioritizing instrument.

Possible Cross-Reference(s): Positive/Negative Attitudes; Administration.

CCSEE - II WORKSHEET

Area of Concern: PHYSICAL ACTIVITY STAFF

Target Population(s): Grades K - postsecondary

Specific Issue: 4. Increasing the level of trust between teachers who have different goals/philosophies/methods of teaching.

Projected Outcome(s)

1) To utilize information regarding the individual staff members' interests and abilities.

2) To develop a cohesive physical education program with varied course offerings.

3) To heighten the level of mutual respect and pride.

4) To implement a uniform program and process evaluation system

Recommended Change Strategies

1) DIAGNOSIS of varied staff interests and abilities and methods to project same.

2) TECHNICAL ASSISTANCE involving outside professional and model programs.

3) RESOURCE LINKAGE between district evaluation personnel and staff.

Constraints:

1) People are often resistant to change.

2) Staff may not wish to admit lack of knowledge in skill areas.

3) Administrators may not support a combined physical education program for both sexes.

4) Fear exists regarding accountability.

Resources:

Possible Cross-Reference(s):

Instruction.

Suggested Action Steps

1) Obtain data on expertise within the department.
   - Survey the staff regarding background, areas of expertise, and willingness to teach various units.
   - Explore varied and new methods of instruction such as contracting or self-contained learning activity packets.

2) Apply the information gained to coordinate program offerings.
   - Set up study sessions with state and county education department personnel and district physical education coordinators and staff to focus on desired outcomes of the program.
   - Adjust present courses to the integrated setting, considering teacher competency (have the two people who previously taught golf divide the students by beginning and advanced skill levels).
   - Develop new units (e.g., outdoor education) to utilize ability and interest.
   - Make a transition to a unified budget by involving all department members in the decision making.

3) Devise a system for staff working together as a single department.
   - Establish a central office or designate a lounge or corner where staff may interact informally.
   - Schedule regular department planning meetings.
   - Review program for team-teaching situations where appropriate (fitness/conditioning units: one in weight room, one on the track).
   - Schedule a department-wide presentation for community night.
   - Share innovation and information for current workshops and seminars.
   - Agree on housekeeping duties and responsibilities (oiling the softball gloves, taping the hockey sticks).

4) Provide for continuous non-threatening review of the program.
   - Discuss grading procedures (percentages for participation, etc.).
   - Allow for released time to visit one another's classes.
   - Utilize district evaluation personnel to provide assistance in formulating a peer evaluation instrument to improve instruction.
   - Employ a group process technique (simulation) to put people in touch with themselves and one another to narrow the gap between divergent philosophies (examine fears, pressures).

CCSEE - II WORKSHEET

Area of Concern: PHYSICAL ACTIVITY STAFF

Target Population(s): Grades 6 - 12

Specific Issue: 5. Meeting the individual needs of students when they are thrust into coeducational programs.

Projected Outcome(s)

1) To ensure the retention and attainment of positive student performance objectives.

2) To encourage positive social interaction.

3) To increase interest in participation at various skill levels.

Recommended Change Strategies

1) INTERVENTION by taking direct corrective steps in curriculum planning.

2) AWARENESS TRAINING regarding physiological and psychological similarities and differences between the sexes.

3) TECHNICAL ASSISTANCE by developing and using role models in non-traditional situations.

Constraints:

1) Contradictory information has been published regarding activities appropriate for coeducational participation.

2) Winning has been the primary determining factor of achievement in many boys' classes.

3) Divergent philosophies exist regarding the importance of skill, knowledge, and fitness levels for boys and girls.

Suggested Action Steps

1) Concentrate on varied levels of ability when planning the curriculum.
   - Introduce activities at different levels (novice, experienced, superstar, etc.). Include skill teaching, competition, and gaming.
   - Consider the safety of all students and place students in an environment geared for success.
   - Vary the method of instruction between lecture, small-group work, and mass competition to accommodate many interests.
   - Explore the use of contracting, peer teaching, and/or special projects.
   - Emphasize the difference between success and winning by clarifying expectations for each student (success can mean being able to hit five/ten tennis serves over the net, etc.).
   - Use ability groups where appropriate to ensure maximal learning and participation.

2) Focus on the performance objectives important to the physical education curriculum.
   - Provide information and opportunities for discussion of physiological and maturational differences by sex and age so staff members agree on what's "suitable" for all students.
   - Work with this information and establish a functional rapport with the students to increase communication.
   - Enhance students' self-concept and promote an "I am successful" attitude by establishing individually achievable performance goals.
   - Remove the injury factor through size or skill grouping.

3) Enable the physical education program to exemplify a sex-integrated socialization process.
   - Employ non-traditional roles for skills demonstrations (use a girl as quarterback or center to teach passing, let boys demonstrate dance, etc.).
   - Utilize team teaching so teachers model male/female cooperation and participation.
   - Establish cooperative patterns of play by focusing on group effort as opposed to individual spotlighting.
   - Choose students as team leaders, equipment helpers, or assistants, or to work in pairs without regard to sex.
   - Explore possibility of using "New Games."

Resources:

Possible Cross-Reference(s):

Instructional Personnel.

CCSEE - II WORKSHEET

Area of Concern: PHYSICAL ACTIVITY STAFF

Target Population(s): Grades 4 - postsecondary

Specific Issue: 6. Dealing with the "crunch" issues of modern dance, wrestling, and contact sports in the instructional program.

Projected Outcome(s)

1) To develop district and site policy regarding contact sports participation in the instructional setting.

2) To break down sex stereotyping within the physical education program.

3) To develop strategies to recruit individuals into all classes.

Recommended Change Strategies

1) AWARENESS session to provide information relating to contact sports.

2) TEAM BUILDING to provide models to exemplify the optimum program.

3) TRAINING in sensitivity to sex bias.

4) COLLABORATIVE CONSULTATION among site and district experts.

Constraints:

1) OCR has not clearly and finally defined the contact sports area.

2) Faculty members and students may have sex-role stereotyped ideas about physical education activities.

Suggested Action Steps

1) Design steps to obtain and disseminate information.
   - Examine recent legal mandates relative to the instructional and competitive aspects of contact sports.
   - Review district program of studies to ascertain compliance level.
   - Inform students and staff about the legal mandates through announcements, newspaper articles, and other publicity methods.

2) Raise the awareness level of students and staff in order to eliminate sex-role stereotyping.
   - Conduct sensitivity sessions for students and faculty to examine various types of prejudices and ways to overcome them.
   - Use films and other materials to provide positive role models.
   - Create situations such as interclass competitions during lunch or intramurals which give students opportunities for non-threatening physical activities.

3) Familiarize students with atypical course options.
   - Schedule an in-house in-service workshop for staff to share expertise.
   - Provide visibility for the physical education program in the sensitive areas through a presentation to the student body or a feature story in the school or local newspaper.
   - Allow instructors to teach and participate in non-traditional activities.
   - Select students to present a dance or sports program highlighting skilled male and female students in all activities.
   - Invite a local mixed jazz dance group to present a concert.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: PHYSICAL ACTIVITY STAFF

Target Population(s): Grades 1 - postsecondary

Specific Issue: 7. Evaluating students fairly in coeducational instructional settings.

Projected Outcome(s)

1) To explore alternative methods and materials to be used in the instruction/evaluation process.

2) To focus on a positive system of evaluation in conjunction with district policies and standards.

Recommended Change Strategies

1) MATERIALS SELECTION/ADAPTATION/DEVELOPMENT to review, expand, and revise alternatives.

2) COLLABORATIVE CONSULTATION among physical education staff, evaluation specialists, parent/student representatives.

Constraints:

1) Evaluation is not always viewed as an instructional aid.
2) Instructors may not be willing to explore grading alternatives.
3) It is difficult to reach philosophic agreement on the evaluation process.
4) Students have different needs, interests, and abilities.

Suggested Action Steps

1) Investigate a variety of instruction/evaluation tools.
   - Visit other successful programs and collect materials on diverse evaluation systems.
   - Allow for individual differences by considering contracting, alternative course completion, or competency testing (criterion referenced).
   - Use nonsexist instruments to establish unit/individual expectations.
   - Peruse the literature to find normative data which are nonsexist (e.g., new skills tests which used both male and female subjects to establish norms).
   - Consider a Pass/Fail or an A/Pass/Fail grading plan.

2) Develop a unified evaluation procedure tailored to the particular educational setting.
   - Determine the objectives and desired areas of concentration for the instructional program.
   - Explore the possibility of excluding skill gradns and concentrating on participation assessment.
   - Build in goal setting by students and involve them in the formulation of evaluation criteria.
   - Develop a parent/student advisory group and use their input as all program policies are developed.
   - Evaluate the evaluation process regularly and revise program directions as needed in order to improve student performance, increase participation, improve teaching methodology, etc.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: PHYSICAL ACTIVITY STAFF

Target Population(s): Grades 9 - 12

Specific Issue: 8. Dealing with sexist language and state-level policies in athletics.

Projected Outcome(s)

1) To eliminate sexist policies in league and state-level policies in athletics.

2) To inform all parties of the revisions of policies.

3) To project future needs in order to best meet the identified needs of students.

4) To evaluate the degree of success attained and/or maintained as revisions of policies occur.

Recommended Change Strategies

1) TECHNICAL ASSISTANCE from OCR, SEA, SDAC representatives, and athletic governing boards.

2) COLLABORATIVE CONSULTATION involving representatives from all concerned groups.

3) MATERIALS DEVELOPMENT to eliminate sexist policies.

4) TRAINING for all league officers and subsequently all people.

Constraints:

Lack of:

1) Clear OCR interpretations.
2) Commitment at any level.
3) Accurate information.

Suggested Action Steps

1) Ascertain what existing policies are not in compliance with Title IX.
   - ● Review athletics policies at league and state levels.
   - ● Compare policies to Title IX policies as clarified by the Office for Civil Rights.
   - ● Identify policies that are not in compliance with Title IX.

2) Formulate alternative policies that comply with Title IX.
   - ● Draft alternative policies.
   - ● Disseminate alternative policies to appropriate personnel.

3) Inform all involved parties of findings and alternatives in order to reach consensus for adoption of nonsexist policies.
   - ● Provide written invitations to local, regional, or state study sessions.
   - ● Use the media to involve other interested parties.
   - ● Take suggestions/reactions to official governance boards for action.
   - ● Review official action to see if full compliance has been achieved. Compare to OCR guidelines for athletics.

4) Develop, publish, and disseminate the revised policy statements.
   - ● Consider publishing an athletics guideline booklet.
   - ● Include reference to changes in all official minutes.
   - ● Get public media coverage through use of prepared press releases, T.V. interviews, and articles in coaching journals.
   - ● Include both boys' and girls' directors in all mailouts.
   - ● Provide in-service training as needed for all people.

5) Establish/maintain an ongoing athletics review committee to periodically peruse all policies, practices, and programs.
   - ● Include representatives from all interested groups.
   - ● Empower the committee with authority so efforts are not in vain.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: PHYSICAL ACTIVITY STAFF

Target Population(s): Grades K - postsecondary

Specific Issue: 9. Scheduling facilities equitably for instruction and cocurricular activities.

Projected Outcome(s)

1) To determine and communicate equitable facility load requirements.

2) To devise alternative schedules to accommodate all participants.

3) To select, attempt, and evaluate various solutions.

Recommended Change Strategies

1) AWARENESS ACTIVITIES to gain an updated knowledge of facility use.

2) TEAM BUILDING to establish continued rapport among all coaches.

3) AWARENESS sessions to provide information regarding current rulings.

Constraints:

Presence of:

1) Insufficient and outdated facilities.
2) Overloaded multi-purpose facilities.
3) Skewed priorities toward "major" sports.

Lack of:

1) Funds for new construction or remodeling.
2) Physical space in which to expand.
3) Adequate maintenance and security personnel.

Resources:

Possible Cross-Reference(s):

Suggested Action Steps

1) Assess facility usage and communicate urgency and need for change.
   - Conduct a use matrix, cross-indexing occupation of buildings and grounds.
   - Review existing teaching stations and athletic activities.
   - Meet with all involved staff to discuss minimum needs and preferences.
   - Point out instances of noncompliance with legal mandates and decisions to increase board and community awareness level in public meetings; distribute the use study.

2) Investigate the options available.
   - Establish an advisory group including site, district, and community representatives to analyze available resources.
   - Rotate prime practice and game times (give participants in the sport in-season preference or rotate the schedule on a weekly basis).
   - Consider reducing the number of athletic teams overall.
   - Shorten the length of competitive seasons to avoid overlapping.

3) Develop a system to solve future conflicts.
   - Limit the number of sign-ups for a certain class or offer it biannually.
   - Use outside facilities where possible and set up activities in non-traditional seasons (rotate boys' and girls' basketball on a yearly basis between winter and spring).
   - Examine community facilities as a back-up (churches, parks and recreation areas).
   - Hold advisory group meetings to pre-determine student and community interests and preferences.
   - Confer regularly with a mediator, such as the athletic director or principal, to smooth conflicts and arrive at decisions.
   - Solicit input by staff questionnaires regarding feasibility of solutions chosen.
   - Seek funds for additional building from other areas in the budget, through fund raising or from the community through taxation.

CCSEE - II WORKSHEET

Area of Concern: PHYSICAL ACTIVITY STAFF

Target Population(s): Grades 7 - postsecondary

Specific Issue: 10. Establishing equitable budgets for physical activity programs.

Projected Outcome(s)

1) To determine the needs and interests of the students and coordinate the student interest indicators with funding limitations.

2) To arrive at an equitable system of funding.

Recommended Change Strategies

1) DIAGNOSIS to ascertain sources and needed outlay of funds.

2) DIRECTIVE/THREAT/CONFRONTATION by explaining potential intent and imminent use of the law.

3) TEAM BUILDING to unite efforts of all factions involved.

Constraints:

1) Some people contend that revenue-producing sports are entitled to a disproportionate amount of financial support.
2) Limited funds are available.
3) Outside groups are reluctant to raise or spend money for activities which they don't support or control.
4) Priorities may be decided on bases other than sex equity.

Suggested Action Steps

1) Conduct a needs assessment of program requirements.
   - Survey the student population to project growth of programs.
   - Form a blue ribbon commission with representatives from the community and each sport to evaluate the expenditures on equipment, supplies, salaries, transportation, awards, and support services.
   - Project the budget to determine the costs necessary for existing and new activities.

2) Make decisions about funding and sources for money.
   - Enlist the school board members and blue ribbon commission for input on reorganizing and prioritizing program emphasis.
   - Communicate need and priorities in joint meeting with central office administration.
   - Inform funding source of implications of the law if equitable funding is not achieved.
   - Employ collective bargaining to solve problem of inequitable coaching salaries. Use criteria of length of season, number of athletes, number of games, number of teams, length of service, and other responsibilities.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: PHYSICAL ACTIVITY STAFF

Target Population(s): Grades 7 - postsecondary

Specific Issue: 11. Dealing with the inevitable reverse discrimination issue in athletics.

Projected Outcome(s)

1) To determine the goals and objectives for competitive sports and to prioritize them on an equitable basis.

2) To alleviate the fear factor and to initiate meaningful lines of communication.

3) To view students as individuals rather than by sex.

Recommended Change Strategies

1) COLLABORATIVE CONSULTATION among athletes, coaches, athletic directors and administrators.

2) AWARENESS/TRAINING to break down segregation attitudes.

3) TEAM BUILDING to provide a positive working rapport.

Constraints:

1) Often when concentrating on building girls' programs, there is not money to build boys' programs, too.
2) Resentment among male coaches may result from the attempted change.
3) Traditional, cultural, and value systems often conflict with the law.
4) Coaching assignments may be given to poorly qualified individuals.

Suggested Action Steps

1) Gather information and create a situation in which problems may be solved with as little conflict as possible.
   - Conduct a series of study sessions with school personnel to focus on the objectives and outcomes for all students.
   - Count numbers of teams and students being served.
   - Survey the student body for interests in participating in sports.
   - Utilize the results of the survey to determine necessary cuts in areas of least interest among male teams.
   - Consider reorganization alternatives (elimination of one basketball team could allow the addition of three other teams for the same cost).

2) Avoid negative attitudes and work cooperatively as a staff toward mutual growth.
   - Heighten staff understanding through group sharing of the problems and solutions worked out by men and women coaches.
   - Share bulletins and advertisements about coaching conferences.
   - Unite in a local association to improve school conditions.
   - Glean information and advice on skill development or psychological techniques used by another coach.
   - Contact and affiliate with professional organizations.
   - Initiate a review of the strengths within the staff.
   - Display an interest in the successes and progress of all coaches and athletes (offer to keep statistics for the softball or basketball team).

3) Plan strategies to facilitate positive male/female interaction.
   - Provide opportunities for both sexes to participate in non-traditional sports such as archery, badminton, and volleyball.
   - Display in a central location posters, artwork, and photographs that depict athletes from all teams.
   - Acknowledge all games and team achievements of both sexes at rallies and pep assemblies on an equitable basis.
   - Build visibility for the total athletic program by organizing home room or class tournaments around in-season sports; include athletes and non-athletes.
   - Feature individual athletes from each team on a weekly basis.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: PHYSICAL ACTIVITY STAFF

Target Population(s): Grades 7 - postsecondary

Specific Issue: 12. Dealing with the lack of trained women coaches to coach increasing numbers of teams.

Projected Outcome(s)

1) To provide schools and colleges with more trained women coaches.

2) To maintain the bank of coaches presently available.

3) To devise a continuous evaluation system of sound coaching and competitive sports philosophy.

Recommended Change Strategies

1) AWARENESS of alternative methods of recruiting.

2) DIAGNOSIS/RESOURCE LINKAGE to determine and tie together available human and monetary resources.

3) COLLABORATIVE CONSULTATION uniting administrators and coaches in policy making.

Constraints:

1) New staff are not being hired due to declining enrollment; those hired have a lack of or limited coaching experience.
2) Support, salary, and fringe benefit inequities discourage coaching in girls' sports.
3) Definitions of success differ between the community and individual coaches.
4) Pressure and publicity have changed the coach's role in positive and negative ways.

Suggested Action Steps

1) Seek and provide new training and recruiting opportunities to increase the number of available women coaches.
   - Encourage universities to offer a coaching minor and additional extension courses in physical education and coaching.
   - Advertise the positions available with the colleges and universities (send to placement offices and the departments of physical education and athletics).
   - Establish district university policy to encourage the hiring of women teachers who have coaching competencies in diverse subject areas.
   - Explore alternative sources of money to secure women personnel.
   - Retrain women coaches to develop advanced levels of skill (send to training clinics, use buddy system, etc.).
   - Discuss with the personnel department the possibility of hiring accredited part-time employees as coaches.

2) Examine methods to increase commitment of the present coaching staff to extracurricular activities.
   - Develop an equitable extra-duty package for all sports.
   - Encourage women who are teaching academic subjects to obtain training in coaching.
   - Ensure equal treatment of all teams regarding facilities, equipment, and publicity.

3) Reinforce the lines of communication with all coaches to evaluate the relationship between stated objectives and actual outcomes.
   - Organize a sports organization and provide the opportunity for input in policy making and coaching evaluations by all concerned.
   - Explore the value of intramural versus interscholastic competition at all levels by asking coaches to write a philosophic statement of sports, to share it with the other, and to come to consensus about what they believe the primary outcomes for all programs should be.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: PHYSICAL ACTIVITY STAFF

Target Population(s): Grades 9 - postsecondary

Specific Issue: 13. Implementing an affirmative action plan so more women can become skilled physical activity administrators.

Projected Outcome(s)

1) To recruit and employ women in management positions.

2) To build a selective resource bank of women available for employment.

3) To monitor the process of incorporating women into administrative positions.

4) To encourage managerial women to become involved with physical education activities.

Recommended Change Strategies

1) DIAGNOSIS to ascertain district attitudes toward women in leadership positions.

2) TRAINING to elevate the interest and technical skill of women.

3) COLLABORATIVE CONSULTATION between the teachers' association and school management.

Constraints:

Presence of:

1) Traditional attitudes regarding the abilities of women.

2) Perceived role of woman solely as earner of supplementary income rather than as head of household.

3) Uncertain feelings about working for a woman boss.

4) Economic factors which prevent adding jobs to the already top-heavy upper levels of management.

Suggested Action Steps

1) Recruit women available for top-level jobs.
   - Assess, through district evaluation office, the number of women presently within the system able and willing to advance to administrative positions.
   - Seek qualified personnel in and out of the district through newsletters, posted bulletins, and announcements.
   - Contact designated women personally, to make them aware of job openings and the possibility of creating new positions.

2) Train women to successfully fill a physical activity administrator's role.
   - Inform women about the jobs through in-service internships.
   - Conduct a mini-workshop on assembling resumes and writing letters of application.
   - Enlarge the advocacy base through organizations to support an "I can" attitude and to provide role models.
   - Locate monetary resources which could be deployed in the training process.

3) Evaluate and restructure the system to make positions available.
   - Conduct a needs assessment in physical education and athletics as the first step in an overall program.
   - Publicize the current facts on women in management positions from the Bureau of Labor Statistics.
   - Publicize the facts about increased involvement of girls and women in physical education and athletic programs.
   - Involve the collective bargaining agent in the equality process.
   - Secure an ally in the central office by personal contact.

4) Measure the success of affirmative action.
   - Move women into positions gradually but systematically.
   - Give opportunity for feedback from all concerned staff by conducting a survey.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: PHYSICAL ACTIVITY STAFF

Target Population(s): Grades 7 - postsecondary

Specific Issue: 14. Providing support services for all physical activity programs.

Projected Outcome(s)

1) To provide equitable clerical assistance, trainer services and equipment, and maintenance personnel at the site level.

2) To obtain district transportation services for all athletes.

3) To showcase the positive aspects of the physical activity programs on an equitable basis.

Recommended Change Strategies

1) DIAGNOSIS regarding existing utilization of site services.

2) COLLABORATIVE CONSULTATION involving site and district personnel.

3) RESOURCE LINKAGE between support services and program needs.

Constraints:

Presence of:

1) Low priority ranking.
2) Traditional perceptions of sex roles.

Lack of:

1) Financial resources.
2) Trained personnel.

Suggested Action Steps

1) Ascertain discrepancies in use of support staff.
   - Provide staff with checklist of existing support services.
   - Determine, by survey, areas in which increased support services are needed.
   - Arrange planning meeting to include district administrators and site staff.
   - Adjust existing services available to areas demonstrating need.
   - Monitor revisions.

2) Review transportation needs of additional off-campus instructional and athletic programs.
   - Compare budgetary allocations.
   - Consider feasible alternatives to additional transportation requests (two seasonal athletic teams may travel together).

3) Utilize site, district, and community communications network to publicize physical activity programs, special events, and individuals as warranted.
   - Consult with school newspaper and yearbook staff, principal, and district public information director.
   - Establish positive rapport with the local press.
   - Conduct workshop on public relations for interested teachers and coaches.
   - Stage demonstrations for students, parents, press, staff, school board, district personnel, and feeder schools of instructional program activities (back-to-school night, pep assemblies, etc.).
   - Involve community in awards presentations (banquets).
   - Invite on-site visitations.
   - Encourage support of all teams by the band, pepsters, cheerleaders.

Resources:

Possible Cross-Reference(s): Procedures; Community; Students.

CCSEE - II WORKSHEET

Area of Concern: PHYSICAL ACTIVITY STAFF

Target Population(s): Grades 6 - 12

Specific Issue: 15. Helping parents/booster clubs establish policies, procedures, and activities that provide equal services to boys' and girls' athletic programs.

Projected Outcome(s)

1) To form a wide organizational base supporting sex equity.

2) To establish effective, ongoing communication with parents' organizations.

3) To channel services on an equitable basis for all teams.

Recommended Change Strategies

1) AWARENESS session to provide information about efforts to comply with Title IX.

2) TEAM BUILDING with staff and community.

Constraints:

Presence of:
1) Former athletes who hold sex-role stereotypes.
2) Non-educators in the organization.

Lack of:
1) Experienced and informed leaders.
2) A consistent representative base among the community.
3) Faculty involvement in activities.

Suggested Action Steps

1) Organize and conduct a school/community-wide booster club.
   - Conduct a meeting of student athletes of both sexes to generate names and addresses of potential participants in the club.
   - Send letters of invitation to parents and staff and hold an open house to organize a support organization.
   - Establish a legislative subgroup to write by-laws that include nonsexist policies and activities.

2) Provide for information dissemination between the club and the athletic department.
   - Inform parents of school policy and guidelines for sex equity.
   - Feature parents at assemblies or games at least once during each season.
   - Recruit faculty members to participate in the meetings and activities of the organization.
   - Publicize the successes of the club's program with a slide presentation or other audio-visual program.
   - Highlight the activities and assistance of the club and acknowledge outstanding support through notes, school and local newspapers, and T.V.

3) Develop a policy to provide support equitably to all athletes.
   - Monitor administration of support activities for fairness (equipment person(s), trainer and physician services).
   - Coordinate the goals and objectives of the booster club with those of the athletic staff.
   - Decide on the extent of monetary involvement necessary to include scholarships, awards, donation of equipment and supplies; determine the function of fund-raising events.
   - Encourage attendance at all events through various forms of publicity.

Resources:

Possible Cross-Reference(s): Community.

CCSEE - II WORKSHEET

Area of Concern: PHYSICAL ACTIVITY STAFF

Target Population(s): Grades K - postsecondary

Specific Issue: 16. Dealing with colleagues who maintain sexist behaviors.

Projected Outcome(s)

1) To neutralize the negative attitudes of staff.

2) To assist colleagues in realizing that sex equity can serve as a springboard for total humanistic behavior.

3) To encourage staff to develop positive attitudes.

Recommended Change Strategies

1) AWARENESS session to provide information about the effects of sex bias.

2) DIRECTIVE THREAT/CONFRONTATION to present the definitive aspects of the laws.

3) TEAM BUILDING to present a united team with positive attitudes.

4) CONFRONTATION to provoke change.

Constraints:

Presence of:

1) Fear of changing image.
2) Fear of loss of power and control.

Lack of:

1) Awareness of the potential effective program outcomes.
2) Recognition of the need for change.
3) Understanding of the implications of change.

Suggested Action Steps

1) Use individual strategies to remove fears of change.
   - Hold staff discussions of specific methods for change and techniques which can accomplish goals with minimal reduction of efficiency.
   - Emphasize analysis of sex roles in all classes and alert students to the contrast between old and new roles.
   - Co-opt the opposition through personal contact and offer solutions in a one-to-one situation.
   - Confront staff with the prospect of legal intervention by investigation from HEW.
   - Give staff the option of transferring employment to a different setting.

2) Train all colleagues to be change agents by focusing on objectives and the means to accomplish them.
   - Revise the curriculum by adding lifetime sports and fitness and de-emphasizing competitive and contact sports.
   - Simulate role reversal in games, drawing parallels with other stereotypes to relate sex equity to all humanistic behaviors.
   - Point out desirable ways to treat all people as individuals by creating hypothetical case studies for discussion.
   - Ask each department to analyze an area of the program (discipline, grading, facilities, team sports) for any lingering indicators of sex bias.
   - Team individual staff members with role models who demonstrate equitable practices.

Resources:

Possible Cross-Reference(s): Instruction.

G. Postsecondary Personnel

Those persons charged with the responsibility of providing a wide range of instructional programs at community colleges, universities, and adult education centers.

This section presents change strategies and suggested action steps which relate to selected sex equity issues common to the educational leadership roles filled by postsecondary personnel. As defined, the programs provided at the postsecondary level serve a myriad of people. For tnis reason, the issues presented here are interfaced with many target populations (students, faculty, staff, administration, community, and so forth).

Some of the particular issues addressed in this sequence include pre-service and in-service training for teacher educators; developing a viable grievance procedure; expanding student personnel services; eliminating salary inequities for professional and classified personnel; and developing support for the establishment/ maintenance of a women's studies curriculum. Readers will want to study all other worksheets as well, for many resolutions to the other issue areas are quite germane to postsecondary personnel.

Many of the most flagrant types of sex-discriminatory behaviors occur on postsecondary campuses. Implementation of some or all of the suggested change strategies and action steps found in this section would be a demonstration of good faith on the part of those involved and might serve as a good beginning for moving TOWARD EQUITY.

CCSEE - II WORKSHEET

Area of Concern: POSTSECONDARY

Target Population(s): Administration; Faculty; Students.

Specific Issue: 1. Responding to administration, faculty and student apathy toward Title IX.

Projected Outcome(s)

1) To provide higher education institutions with a broad framework for assessing their educational programs for sex bias.

2) To eliminate sexist policies.

3) To change apathy to positive advocacy concerning the matter of equity.

4) To evaluate the degree of success attained and/or maintained as revisions of policies occur.

Recommended Change Strategies

1) RESOURCE LINKAGE AND TEAM BUILDING to provide a support network of advocates for change.

2) CONFRONTATION to move beyond bureaucratic excuses to action.

Constraints:

Presence of:

1) Apathy.

2) Hostility or ridicule toward equity advocates.

Lack of:

1) Awareness and understanding of sex equity.

2) Sex equity as a priority.

Suggested Action Steps

1) Energize a volunteer group of concerned citizens who are committed to compliance.

- Communicate with administrators in writing whenever possible. If you must communicate orally (either in person or by telephone), you should send a letter confirming your communication. Send carbon copies of your letters to the board of trustees, regents and State Department of Education, as appropriate.
- Inform the noncomplying institution of the problems you have found. Request action. Offer to help.
- Complain to the noncomplying institution. Start by asking the affirmative action officer and/or Title IX coordinator for information. If you find little or no cooperation, file a complaint with HEW. (Note: See Appendix for an example of the complaint process.)
- Continue your involvement during the processing of the complaint.
  - Request updates on progress and supply additional information you learn.
  - Continue to monitor the institution.
- Make the noncompliance a public, community issue.
- Notify board of trustees/regents of noncompliance.
  - Attend their meetings.
  - Ask to make presentations which include graphic examples or specific information about the effects of noncompliance.
- Use the media to inform the community.
  - Expose the noncompliance.
  - Stage public information seminars and media events.
  - Use pictorial job and salary charts showing distribution of sexes in academic positions, both teaching and administrative, if equal pay for equal work is not present.
- Bring specific examples of noncompliance to the attention of your state or county Commission on the Status of Women and your political representatives.
  - Request their support for the enforcement of the law and their assistance in the noncompliant activities.
- Talk about your findings with others -- church, union, business and professional groups.
  - Arrange a speaker's bureau with concerned citizens.

2) Consider using confrontation to move beyond bureaucratic excuses to action.

- Urge parents and students affected by the noncompliance to speak up.
- Build public pressure for the issue.
- Give awards for either action or inaction. Publicize the presentation of awards by inviting the media. Don't hesitate to embarrass noncompliers, if necessary.
- Keep a record of what you find, what you recommend, and what you do.
- Publicize the positive results as change becomes a reality.

Resources: Monitoring Title IX: A Guide to Action for the Volunteer Organization listed in Chapter V.

Possible Cross-Reference(s): Negative Attitudes.

CCSEE - II WORKSHEET

Area of Concern: POSTSECONDARY

Target Population(s): Faculty; Students; Staff; Administrators

Specific Issue: 2. Developing viable grievance procedures for all people on complex campus settings.

Projected Outcome(s)

1) To evaluate or develop a Title IX grievance procedure.

2) To ensure the effectiveness of the grievance procedure.

3) To define the role of the Title IX coordinator in the grievance process.

Recommended Change Strategies

1) DIAGNOSIS PLUS TECHNICAL ASSISTANCE to identify policies, procedures, and practices which do not comply with the requirements of Title IX regulations.

2) TRAINING of the staff responsible for grievance processing.

3) FOLLOW-UP and monitoring of grievance resolutions.

Constraints:

Presence of:

1) Fear of reprisal, harassment or retaliation.
2) Overcomplicated administrative structures.
3) OCR backlog.

Lack of:

1) Assurance of confidentiality for all parties involved.
2) Follow-up and monitoring of grievance resolutions.
3) Open and objective attitude.

Suggested Action Steps

1) Evaluate or develop a Title IX grievance procedure that provides equity and due process for all parties concerned.
   - Determine what models of grievance procedures exist.
   - Identify the factors external to the procedure which may provide standards, models or options which should influence the grievance procedure (state laws and regulations, etc.).
   - Evaluate or develop the various internal structural components of the procedure to ensure their appropriateness and effectiveness (who may file; what constitutes a grievance, the number and levels of processing steps; timetables for each step, etc.).
   - Evaluate the role and functioning of the Title IX coordinator in ensuring the effectiveness of the grievance procedures and related compliance activities.
   - Ascertain provisions related to the basic procedural rights of the parties to the grievance (e.g., grievant's right of appeal; access to relevant agency/institutional records; protection from retaliation; and confidentiality of grievance proceedings).
   - Determine the effectiveness of the dissemination of information describing the grievance procedure (written materials, systematic briefings, etc.).
   - Inform entire college/university community (students, faculty, staff) of the grievance process

2) Provide adequate training for staff responsible for grievance processing.

3) Develop and implement a procedure for follow-up and monitoring of grievance resolutions.
   - Conduct periodic compliance assessments and reviews.
   - Consider using outside experts as objective review agents for selected grievance issues.

Resources: Title IX Grievance Procedures: An Introductory Manual by M. Matthews and S. McCune listed in Chapter V.

Possible Cross-Reference(s): Students; Instructional Personnel; Policy/Procedures.

CCSEE - II WORKSHEET

Area of Concern: POSTSECONDARY

Target Population(s): Teacher Training

Specific Issue: 3. Interfacing sex equity concepts into pre-service and in-service teacher training.

Projected Outcome(s)

1) To instruct students in how cultural and sexual identities influence the growth and development of individuals.
2) To give students a basis for appreciation of multicultural (includes racial-ethnic cultures and sex-role cultures) identify and diversity as factors to be considered in the organization of educational institutions and services.
3) To elucidate the general principles relating to educational equity and the specific issues of sex-role stereotyping and sex discrimination in education.
4) To clarify the specific requirements of the Title IX regulation and other Federal and state nondiscrimination laws.
5) To provide students with the knowledge and skills for the identification and correction of discriminatory policies, practices, and programs.
5) To extend the curriculum into areas such as nonsexist, interpersonal relationship skills; nonracist, nonsexist curriculum development; equal employment personnel management; and development and implementation of strategies and technology for achieving equity in education.

Recommended Change Strategies

1) AWARENESS strategies to help students and teachers become more cognizant of the nature of sex-role stereotyping.
2) DIAGNOSIS PLUS TRAINING to delineate and remediate those forms of sex bias found in teacher behaviors and educational practices.
3) MATERIALS SELECTION/ADAPTATION/DEVELOPMENT.

Constraints:

Presence of:

1) Male-dominated administration and department chairs in Schools and Colleges of Education.
2) Conflicting priorities.
3) Declining enrollments in teacher education programs.

Lack of:

1) Leadership by professional organizations such as NCATE.
2) Faculty inclination to take the problem seriously.

Suggested Action Steps

1) Explore the various vehicles of sex-role socialization and manifestations of sex bias in schools.
   - Examine school personnel behavior, counseling and guidance, sex-segregated schools and school groupings, vocational education, physical education and athletics, extracurricular activities, and role modeling in the education profession.
   - Observe the environmental settings (bulletin boards, trophy displays, etc.).

2) Assess sex bias in the classroom.
   - Observe the cognitive and affective classroom environment by asking and answering the following:
     - Does the teacher interact with females and males similarly?
     - Is the teacher's language free of sex bias?
     - Does the teacher treat females and males similarly with regard to standards for dress and appearance as well as classroom rules and privileges?
     - Does the teacher express similar expectations for females and males with regard to attitudes, abilities, career goals, work assignments (audio-visual aids, messengers, etc.)?
     - Does the teacher arrange all visual display material to avoid bias?

3) Identify existing sex bias in teacher education courses.
   - Initiate institutional self-evaluations to review teacher education policies and practices as related to sex bias.
   - Develop affirmative action plans to correct discriminatory practices and programs.
   - Disseminate information related to sexism to other departments on campus and to other teacher education programs.
   - Provide leadership within the college or professional organizations for the development of programmatic efforts which address sexism in education.
   - Design and disseminate research which addresses problems of educational practice and sex bias.
   - Read educational journals and other related literature to keep informed about sex bias research.

4) Identify sex bias in instructional materials and procedures.
   - Develop a center of nonsexist materials, available for use by other faculties as well as teacher education colleagues.
   - Learn to distinguish between materials that are sex biased, sex fair, or sex affirmative.
   - Develop and apply criteria for nonsexist materials regularly.

Resources: Implementing Title IX and Attaining Sex Equity: Application Materials for Teacher Educators listed in Chapter V. Also see additional recommended print and nonprint resources listed in Chapter V. "Teacher Education: A New Set of Goals," by S. McCune, M. Matthews, J. Earle, American Education, Vol. 13, No. 5 (June 1977) pp. 24-25.

Possible Cross-Reference(s): Instructional Personnel; Instructional Materials.

CCSEE - II WORKSHEET

Area of Concern: POSTSECONDARY

Target Population(s): Women students; Student personnel staff

Specific Issue: 4. Providing expanded student services to serve full-time and part-time women students in non-academic areas (admissions, financial aid, institutional regulations, curricula planning, student personnel services, etc.).

Projected Outcome(s)

1) To eliminate admission standards that differentiate between the sexes.

2) To eliminate institutional practices most responsible for denying women equal access to financial aid for postsecondary education.

3) To remove rules and regulations which raise barriers to women's postsecondary education.

4) To provide for flexible and varied curricula planning to meet the identified needs of students.

5) To provide adequate student personnel services for all students.

Recommended Change Strategies

1) DIAGNOSIS PLUS CONSULTATION to ascertain if compliance has been achieved/maintained.

2) RESOURCE LINKAGE to help review educational policy and practice and to monitor progress.

Constraints:

Presence of:

1) Psychological and social factors which underlie existing traditional treatment.

2) Monetary limitations.

3) Other priority issues.

Lack of:

1) Active encouragement and support.

2) High level of trust/cooperation.

Resources:

Barriers to Women's Participation in Postsecondary Education listed in Chapter V.

Possible Cross-Reference(s):

Counseling; Students; Administration of Student Services.

Suggested Action Steps

1) Review all student services in non-academic areas to determine sexist areas and possible alternatives for compliance.
   - Survey admission practices to determine discriminatory age ceilings for applicants; limitations on part-time study and transfer of credit; and the association of eligibility for admission with actual job placement after graduation, particularly in vocational and technical programs.
   - Survey financial aid practices to determine unequal access to postsecondary education--via making scholarships, fellowships, and loans more available to men than women; restricting financial aid to full-time students only; withholding financial aid from women who are married, pregnant, or mothers; failing to provide an adequate variety of deferred payment plans; failing to provide financial aid for child care and other related expenses; limiting employment opportunities for women students; imposing different cost bases or charges for male and female students, or for part-time and full-time students, etc.
   - Survey rules and regulations pertaining to academic credit--examination or credit for non-traditional learning, and residency, attendance, size of course load, time limits for completing programs, enrollments in particular courses, housing, etc.
   - Survey the flexibility in curricula planning by using such variables as location and scheduling of courses, opportunity to accelerate courses or programs; availability of external degree programs; access to academic resources; differentiation between part-time and full-time students; and the availability of part-time clerical or field work.
   - Review all student personnel services--in particular, counseling and orientation services; availability of child-care facilities; and gynecological services and information.

2) Establish/maintain an ongoing advocate student services review committee to periodically peruse all policies, practices and programs.
   - Include representatives from all interested groups.
   - Empower the committee with authority.
   - Conduct a needs assessment to determine the degree of success attained and/or maintained as revisions of policies occur.
   - Execute a planned media approach through the use of prepared press releases, reprints of current OCR findings, scheduled appearances of advocates and local community and professional meetings.

CCSEE - II WORKSHEET

Area of Concern: POSTSECONDARY

Target Population(s): Women; Minorities; Affirmative Action

Specific Issue: 5. Developing an applicant pool of qualified women and minorities.

Projected Outcome(s)

1) To remove the discrimination that still exists in institutional employment policies and practices.

2) To make continuous and conscious efforts to recruit qualified individuals from all groups in our society.

3) To select the most competent candidate regardless of sex, race, or national origin.

4) To help individuals involved in employee selection to be informed of and committed to the goals, purposes, and procedures of equal employment opportunity.

5) To develop an applicant pool of qualified women and minorities.

Recommended Change Strategies

1) TECHNICAL ASSISTANCE to provide review and evaluation of sex discrimination in academe.

2) COLLABORATIVE CONSULTATION AND RESOURCE LINKAGE to provide a continuing network of qualified women and minorities.

Constraints:

1) Search committees can be misused.
2) Previous experience often described in terms of traditional settings rather than skills required.
3) Interviewers may be biased.
4) Potential female candidates lack visibility and access.
5) Patriarchy is often present in higher education.
6) Integrity of selection process may be regarded with skepticism.

Suggested Action Steps

1) Review and evaluate employment in postsecondary education and make attempts to remedy the underutilization of women and minorities.

- Devise a variety of plans for filling professional vacancies.
- Regardless of selection process used, keep records to demonstrate nondiscrimination in employment practices.
- Appoint search committees that are properly constituted, informed, monitored, and held accountable for equal employment opportunity.
- Prepare the position description, assuring equal opportunity by specifying job qualifications in writing. (Use language that does not exclude women.)
- Invite persons familiar with the position to be filled, and those whose activities are directly affected by the incumbent's work, to express their opinions about the job description and qualifications.
- Describe qualifications in terms of skills required for job performance rather than in terms of past positions held.
- Establish an internal, centralized mechanism for listing, posting or circulating announcements of position openings.
- Post timely notices of all vacancies, including an accurate position description, in publications such as *The Chronicle of Higher Education* in order to start a nationwide search for qualified candidates.

2) Utilize a resource network to increase the institution's chances of reaching a broad spectrum of candidates.

- Determine whether adequate numbers of qualified women and minority group members are represented in the applicant pool by comparing their percentages in the pool with figures which indicate their availability for the particular job for which applicants are being recruited.
- Use continuing subscription service such as *Professional Women and Minorities: A Manpower Data Resource Service* which includes updated information on enrollments, degrees, and work force participation in all fields by sex and minority status.
- Seek candidates for nomination from individuals and groups most knowledgeable about those groups which may be underrepresented in the pool of candidates from:
  - The Higher Education Referral Service (HERS).
  - The Office of Women in Higher Education of the American Council on Education.
  - The Association of American Medical Colleges.
  - The Association of American Law Schools.
  - The American Association of University Women.

  and conferences, meetings of national associations for various disciplines, etc.

Resources: *Selecting Professionals in Higher Education: A Title IX Perspective* by Emily Taylor and Donna Shavlik listed in Chapter V.

Possible Cross-Reference(s): Instructional Personnel; Administration; Policy.

CCSEE - II WORKSHEET

Area of Concern: POSTSECONDARY

Target Population(s): Professional and classified personnel

Specific Issue: 6. Eliminating inequities in salary scales for professional and classified personnel.

Projected Outcome(s)

1) To devise a method for detecting and analyzing salary inequities for women and minorities.

2) To eliminate inequities in salary scales for professional and classified personnel.

Recommended Change Strategies

1) DIAGNOSIS PLUS TECHNICAL ASSISTANCE which includes facts gathering, data collection, and prescriptive analysis to facilitate needed change.
2) COLLABORATIVE CONSULTATION AND RESOURCE LINKAGE to include a wide range of representatives committed to equity.
3) TRAINING for department chairpersons and various department and college affirmative action and personnel committees.

Constraints:

Presence of:

1) Administrative authorities resistant to change.
2) Fear.
3) Organized restraint.

Lack of:

1) Funds to reconcile salary inequities.
2) Effective precedents, as witnessed by a cavalier treatment of sex discrimination allegations.

Resources: Higher Education Salary Evaluation Kit plus other references listed in Chapter V.

Possible Cross-Reference(s): Policy; The Law; Administration Procedures; Instructional Personnel.

Suggested Action Steps

1) Develop a method to detect salary inequities for women and minorities which permits easy updating and continued analysis on an annual basis.
   - Meet with members of the administration and affirmative action office to discuss plans for the proposed salary study. Enlist their support.
   - Obtain the voluntary assistance of a professor of quantitative systems as a consultant.
   - Devise a method of grouping the faculty (department, college, etc.) to determine comparative analysis.
   - Check with the college or university administration, public information office, public relations office, department offices, etc., for personnel data.
   - Obtain a copy of institution's HEW reports.
   - Collect the following profile data for each faculty member of the group under study:
     - Actual contracted annual salary.
     - Year of birth.
     - Year of highest degree.
     - Indicator of highest degree.
     - Sex.
     - Racial/ethnic background.
   - Adjust all fiscal personnel to be put on an academic basis.
   - Devise a system to evaluate tangible and intangible data such as quality of research, publications, unique educational or work experiences, and committee assignments.
   - Use a computer to summarize findings once the data are collected.
   - Analyze findings.

2) Establish an ad hoc committee which includes interested women and minorities who are concerned about alleged salary inequities.
   - Meet with the administration to discuss findings.
   - Enlist the support of a variety of campus representatives (American Association of University Professors, Faculty Senate, Faculty Women's Association, American Federation of Teachers, etc.). Keep them informed of findings and progress.
   - Prepare a press release of findings.
   - Develop a close working relationship with the affirmative action officer.
   - Urge the administration of public educational institutions to request special legislative appropriations for necessary salary adjustments.
   - Request secretarial assistance and release time for chair of salary study committee.

CCSEE - II WORKSHEET

Area of Concern: POSTSECONDARY

Target Population(s): Professional and classified personnel - Continued

Specific Issue: 6. Eliminating inequities in salary scales for professional and classified personnel - Continued.

Projected Outcome(s)

Recommended Change Strategies

Constraints:

Resources:

Possible Cross-Reference(s):

Suggested Action Steps

3) Provide in-service training for all departmental chairpersons, deans, and various department and college affirmative action/personnel committees.
   - Use the salary analysis studies to develop procedures toward compliance.
   - Include report of hiring patterns in all future salary studies. Obtain data concerning numbers of openings for faculty positions; number of applicants; sex and ethnic background; and theoretical applicant pool.

CCSEE - II WORKSHEET

Area of Concern: POSTSECONDARY

Target Population(s): Women students; Women's studies; Faculty; Student personnel administration

Specific Issue: 7. Developing support for women's studies curricula and programs.

Projected Outcome(s)

1) To develop a women's studies advisory committee.
2) To develop and implement a curriculum of women's studies which aims to give clarity and organization to the existing data on women.
3) To increase research in new and neglected areas.
4) To generate and evaluate theory related to women's issues.
5) To make this knowledge available to both the college/university and community men and women.

Recommended Change Strategies

1) TEAM BUILDING AND RESOURCE LINKAGE to develop a course of action.
2) PROGRAM DEVELOPMENT.
3) MATERIALS SELECTION/ADAPTATION/DEVELOPMENT to ensure a quality academic program.

Constraints:

Presence of:

1) Male-dominated administration and department chairs.
2) Conflicting budget priorities.
3) Red tape.
4) Faculty and administration feelings of discomfort and threat over changing norms.
5) Apathy among women faculty and students.

Resources:

See print and nonprint materials listed in Chapter V.

Possible Cross-Reference(s):

Instructional Personnel; Counseling; Students; Instructional Materials; Media.

Suggested Action Steps

1) Enlist the support of a variety of concerned representatives of the college/university community.
   - Formulate a women's studies advisory committee which includes representatives of each college, as well as students, community members, and a representative multi-ethnic cross-section.
   - Conduct a needs assessment to determine the interest and resources available.
   - Open all meetings to all interested groups.
   - Engage the support of the National Women's Studies Association. Ask for their help.
2) Develop an interdisciplinary curriculum/program of women's studies which emphasizes the development and evaluation of positive strategies for social change.
   - Survey faculty concerning their interest in participating in the design and implementation of women's studies courses.
   - Publicize courses within the college/university community (memoranda, flyers, posters, student press, faculty bulletins, etc.).
   - Obtain public media coverage.
   - Cooperate and work closely with existing ethnic studies programs.
   - Identify, recommend, and appoint a director/coordinator of women's studies who has the depth of experiences, qualifications, and skills necessary to ensure success.
     - Search for an individual whose academic career will be enhanced by his/her work in this position.
   - Develop a resource center for women, providing referral and pre-registration advice as a service to the college/university and the community.
   - Provide adequate research funds, secretarial assistance, and travel funds for the coordinator/director.
   - Provide adequate budgeting and/or supplemental financial assistance for the program.
   - Monitor the position of director/coordinator of women's studies to determine what additional support services are required.
   - Develop a women's studies newsletter to facilitate coordination of faculty and student activities.
   - Provide a forum for discussing the structure, policies and goals of the women's studies program; its impact upon the curriculum of the elementary, high school and college levels; and its relationship to political action and social change.
   - Coordinate research proposals to avoid overlap or duplication.
   - Invite speakers to campus, possibly in conjunction with already-funded programs such as the Public Lecture Series.

CCSEE - II WORKSHEET

Area of Concern: POSTSECONDARY

Target Population(s): Women students; Women's studies; Faculty; Student personnel administration

Continued

Specific Issue: 7. Developing support for women's studies curricula and programs - Continued.

Projected Outcome(s)

Recommended Change Strategies

Constraints:

Suggested Action Steps

3) Provide opportunities for the selection/adaptation and development of materials in women's studies.

- Evaluate existing courses for adequate representation of women in course content as well as nonsexist language in books.
- Work closely with a research librarian to prepare guides of materials related to women's issues and equity.
- Encourage scholarly and professional publication in such journals as Women's Studies; Signs; Women's Studies Newsletter; Quest; etc.
- Identify resources which describe research or research in progress about women (abstracts, clearinghouses, journals, newsletters, etc.).

Resources:
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Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: POSTSECONDARY

Target Population(s): Faculty, Students, Administrators, Counselors, Community

Specific Issue: 8. Helping postsecondary personnel to become aware of their role as change agents.

Projected Outcome(s)

1) To assist postsecondary personnel to view themselves as change agents (educators) who can change/adapt internal and external environments.

2) To aid postsecondary personnel in developing a wide variety of skills and problem-solving techniques.

3) To recognize and utilize the importance of institutional and community support.

Recommended Change Strategies

1) DIAGNOSIS PLUS CONSULTATION to achieve intentional and planned change.

2) RESOURCE LINKAGE to energize the system to change.

3) LEGISLATIVE INTERVENTION to involve the authority of law or administrative policy behind the change to be effected.

Constraints:

Presence of:

1) Conflict, guilt and discontent.
2) Coercive controls by top administration.
3) Dysfunctional attitudes.

Lack of:

1) Creative adaptations to changing conditions.
2) Political expertise to effect change.
3) Influence and power.
4) Professional attitude of change agents.

Suggested Action Steps

1) To recognize and identify unmet needs and incongruities between the institution and its goals of sex equity.
   - Initiate an institutional needs assessment to determine sexist areas and possible alternatives for bringing about compliance.

2) Involve as many potent segments of the institution/community as possible to achieve wider participation, more internal cohesion, better cross-group linkage, more effective planning, etc.

3) Define and redefine the problem(s) through interaction (governing boards, faculty, students, administration, organizations, communities, etc.).
   - Demonstrate how to recognize and define equity needs.
   - Demonstrate how to diagnose problems and determine objectives.
   - Discover how to select and acquire relevant resources.
   - Establish criteria to select, create, and evaluate solutions to determine if they are meeting equity needs.

4) Develop an ongoing internal and external sex equity network
   - Use the human resources available to act as interveners to help foster intentional change.
   - Depend on knowledge, influence, persuasion, personal interaction, charisma, experience, diagnostic skills, confrontation, etc., to effect change and bring about equity.

Resources: The Planning of Change and Visualizing Change listed in Chapter V.

Possible Cross Reference(s): Administration; Instructional Personnel; Counseling; Community.

TOWARD EQUITY

H. Students-Student Activity Directors

> Students are the people who attend, study, observe, and participate in the educational process. They are the nucleus of education, around whom the profession is established, and for whom it functions. Student activity directors are the people who are responsible for the organization and management of student services, activities, and governance processes.

Traditionally, students have been subjected to educational products and processes developed "in their best interest" for their use, but rarely have these materials/techniques been developed with the benefit of student input. Often students are not asked to perform to their maximum potential, to share their best ideas and suggestions, or to exert their influence on one another in positive ways, even in higher education. The Title IX regulations mandate that students be informed about the law and its processes, but discussions with students about sex equity many times remain a low priority.

This section contains information and insights which have been developed as a result of the involvement of both students and directors of student activities. The information addresses specific issues and concerns and encourages others to work as change agents within the school system and society in order to achieve sex equity. In addition, this section emphasizes the inclusion of students as active participants in the proposed change processes because students can provide the enthusiastic acceleration of positive attitudes among their peers, their teachers, and their families. They can be the agents who make the difference in the efforts of all to move TOWARD EQUITY.

CCSEE - II WORKSHEET

Area of Concern: STUDENTS AND STUDENT ACTIVITY DIRECTORS

Target Population(s): Grades 5 - postsecondary (impact on K - 4, also)

Specific Issue: 1. Recognizing the role of the student as an influential change agent.

Projected Outcome(s)

1) To increase student awareness, understanding, and acceptance of Title IX and sex equity laws.

2) To develop a cadre of supportive students to act as role models.

3) To utilize student influence as a catalyst for change.

Recommended Change Strategies

1) MATERIALS SELECTION/ADAPTATION/DEVELOPMENT for increasing student knowledge.

2) TRAINING and AWARENESS ACTIVITIES for participating students.

3) COLLABORATIVE CONSULTATION and TEAM BUILDING between selected students and other students, staff, and community members.

Constraints:

Presence of:

1) Fear regarding public/peer presentations.
2) Overload and demands on influential students.

Lack of:

1) Adult role models.
2) Understanding of sex equity and the need for change.
3) Acknowledgement of the influence of students on peers and younger students.

Suggested Action Steps

1) Expose students to a variety of materials related to Title IX and sex equity.*

- Arrange for classroom and cocurricular film, filmstrips and guest presentations. The latter should be adult role models from non-traditional occupations, sports, and other settings.
- Conduct follow-up debriefing activities in which students discuss their reactions and attitudes toward sex-role stereotyping.
- Have students list characteristics of ideal males, females and human beings; compare. Include physical, emotional, and intellectual characteristics and behaviors toward others.
- Administer student attitudinal surveys.
- Discuss Title IX and sex equity as they relate to all people from a human rights point of view.

2) Select and train student opinion leaders.

- Choose a cross-section of students, representative of formal and informal groups, male and female, thus ensuring contact people with whom all students can relate. Observe students with whom others communicate and by whom others are influenced.
- Treat selection to training groups as an honor with special significance. (Research and past experience have indicated that students respond in a positive manner to high expectations and positive interaction.**)
- Disseminate a folder for compilation of training materials Include copies of Sadker's Student Guide to Title IX*** and local Title IX information.
- Have students conduct extensive studies of campus publications, activities, programs, course listings, instructional materials, use of facilities, etc.
- Enable students to exchange personal experiences and knowledge of situations in which they or others have been limited, because of traditional sex-role attitudes.
- Encourage cross-level tutoring, participation in non-traditional classes and activities, and other situations which will provide the opportunity for setting positive examples.

3) Initiate change through the students who have been trained.

- Form small teams for presentations to other students, community members, and staff.
- Involve students in ongoing remediation procedures and in generating solutions.

Resources: *See Chapter V, General Resources, The Law, In the Classroom, and In Instructional Materials. (Recommend Project Awareness materials for attitude surveys, etc.)
**Based on success of "Equal Opportunity in the Classroom" research and project developed under auspices of Los Angeles County Office of Education (see Chapter V, General Resources: . . . THRUST for Educational Leadership, Vol. 6, No. 1, 1976).
***See Chapter V, General Resources.

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: STUDENTS AND STUDENT ACTIVITY DIRECTORS

Target Population(s): Grades K - postsecondary (all students)

Specific Issue: 2. Developing and distributing sex equity information to all students.

Projected Outcome(s)

1) To establish lines of communication with students relative to Title IX and sex equity commitment and implications.

2) To increase student participation in distributing sex equity information.

3) To maintain ongoing dissemination procedures.

Recommended Change Strategies

1) MATERIALS SELECTION/ADAPTATION/DEVELOPMENT by and for students.

2) TEAM BUILDING among students.

3) TECHNICAL ASSISTANCE/RESOURCE LINKAGE between students and local Title IX officers, SEA, SDAC, GAC, and other sources.

Constraints:

1) Students not included in compliance planning strategies.
2) Policy and legislative materials are written in educational jargon.
3) Students are the last recipients in a filtered-down communication system.
4) There is confusion regarding sex equity information.

Suggested Action Steps

1) Utilize existing resources and methods.
   - Have student representatives from student groups and publications work on revision of handbooks, course catalogs, newsletters, and bulletins.
   - Include initial policy statement on all major student publications.
   - Publish appropriate grievance procedures and examples in student newspapers.
   - Spotlight sections of Title IX regulations in editorial columns, with clarifications and explanations.
   - Enclose sex equity information with registration materials, letters to parents, and/or grade reports.
   - Publicize exemplary programs and activities, with photographs.

2) Assign responsible students to specific tasks.
   - Assemble and distribute a simplified Title IX student pamphlet or booklet.
   - Develop a "sex equity information" section in the school newspaper (question-answer, etc.).
   - Design bulletin boards and make posters featuring information relevant to sex equity.
   - Have older students put on skits and conduct informal discussions with younger students and parents.

3) Arrange for student contact with various agencies.
   - Establish student liaison committee. This group will receive updated information by written communication and conference participation.
   - Encourage students to visit sex equity resource organizations in their area (see list in Chapter V) on field trips, etc., to increase their awareness of the functions and interfacing of various agencies and organizations.
   - Create a student Title IX position on the student cabinet to coordinate and monitor activities.

4) Encourage students to maintain ongoing dissemination activities.
   - Set up a calendar or schedule for dissemination activities.
   - Work out an appropriate distribution system.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: STUDENTS AND STUDENT ACTIVITY DIRECTORS

Target Population(s): K - postsecondary (all students/staff)

Specific Issue: 3. Educating all students regarding their rights, including use of fair grievance procedures.

Projected Outcome(s)

1) To familiarize students with their rights, responsibilities, and total human potential as contributing members of society.

2) To acquaint students with the positive aspects of working within the system to accomplish change in the area of sex equity.

Recommended Change Strategies

1) AWARENESS ACTIVITIES and TECHNICAL ASSISTANCE for students and staff to inform them of current laws, regulations, policies, and implications.

2) MATERIALS SELECTION/ADAPTATION/DEVELOPMENT for nonsexist instructional environments

Constraints:

Presence of:

1) Fear of causing students to make waves.

Lack of:

1) Staff understanding of the purposes of educational legislation.
2) Staff and student knowledge regarding local grievance procedures.
3) Acknowledgement of students' and people's right to know causes and procedures.

Suggested Action Steps

1) Provide updated information, interpretations, and explanations to all concerned parties.*
   - Contact OCR, SEA, SDAC, and local legislative compliance person for information regarding current legislation pertaining to students and recommended guidelines.
   - Request consultant assistance for staff in-service and student presentations.
   - Create instructional settings conducive to discussion of citizenship and current legislation regarding students' rights. Emphasize responsibilities accompanying rights.
   - Have students work on projects in which materials are developed for practical application. Translate legislative jargon to simplified language, encourage involvement in local, state, and Federal campaigns, etc.
   - Invite local legislators to speak on campus about sex equity.
   - Work with advisers and instructors to moderate student debates on issues in sex equity.
   - Include legislative information in the school newspaper.
   - Elicit feedback from students and staff.

2) Encourage students to follow appropriate channels.
   - Acquaint students and staff with local policies, regulations, and procedures relative to complaints and grievances.
   - Stimulate student discussions on ways in which people express dissent and/or disagreement and the anticipated results (violent methods versus non-violent, destruction of property and loss of lives versus peaceful coexistence and rational solutions).
   - Discuss advantages of problem solving at lower levels during initial stages.

Resources: "Students' Rights and Responsibilities Handbook," California State Department of Education 1978.
*See Chapter III, Section A on The Law. See Chapter V for resources on The Law, especially Malloy's article in the Houston Law Review and materials developed by McCune and Matthews; also, the Federal Education Newsletter.

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: STUDENTS AND STUDENT ACTIVITY ADVISERS

Target Population(s): Grades 7 - postsecondary

Specific Issue: 4. Making student activities equitable for all students.

Projected Outcome(s)

1) To fully analyze individual situations as each relates to section 86.31 of the Title IX regulations.

2) To remediate areas of inequity.

3) To increase understanding regarding equality of opportunity.

Recommended Change Strategies

1) DIAGNOSIS to identify discrimination.

2) TECHNICAL ASSISTANCE/COLLABORATIVE CONSULTATION for staff and students.

3) AWARENESS pertaining to cocurricular activities.

Constraints:

Presence of:

1) Conflict in traditional cultural and value systems.
2) Hostile and/or apathetic attitudes among students, staff and community.
3) Continued modification of the Title IX regulations by the Department of Health, Education and Welfare.

Lack of:

1) Understanding pertaining to co-curricular activities.
2) Equitable funding/support.

Suggested Action Steps

1) Support and provide opportunities to evaluate current student activities.*
   - Review clubs, interschool organizations, and other cocurricular activities to determine membership criteria.
   - Check policies, programs, and materials pertaining to honors, awards, prizes, scholarships, and use of school facilities.
   - Identify outside organizations that have a single-sex membership and that use school facilities.
   - Itemize list of school activities/organizations whose names tend to appeal to a single sex ("lettermen," "mat maids," "song girls," etc.).

2) Involve students in suggestions for remediation.
   - Form a student steering committee to conduct assessments in action step #1.
   - Request assistance for alternatives, such as use of community facilities to expand opportunities.
   - Maintain open communication with regional OCR officer for clarification/interpretation.
   - Hold contests for re-naming organizations and traditional activities ("varsity clubs," "mat aids," "pepsters," etc.).
   - Conduct sessions in which students work together to rewrite club constitutions, policies, etc.
   - Distribute suggested remediation plans to all advisers and request additional contributions.

3) Communicate with all concerned.
   - Invite staff, community, and board members to an open forum during which students discuss changes.
   - Point out advantages of multiple options and increased participation for total involvement in school activities.
   - Unite community and students in fund-raising and support campaigns and discourage fragmented groups.
   - Plan assemblies in which skits use role-reversal techniques to stress limitations imposed by traditional stereotypes.

Resources: *See Chapter V for Mahon's article, "Title IX: Extracurricular Activities and the Treatment of Students."

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: STUDENTS AND STUDENT ACTIVITY DIRECTORS

Target Population(s): Grades 7 - postsecondary

Specific Issue: 5. Making student publications representative of all students in nonsexist ways.

Projected Outcome(s)

1) To make the publications staff representative of all students.

2) To develop a sense of commitment to treat all students fairly and impartially.

3) To produce student publications that are sex fair or sex affirmative.

Recommended Change Strategies

1) TRAINING for publications staff and advisers.

2) TEAM BUILDING/RESOURCE LINKAGE among students and other potential models.

3) MATERIALS SELECTION/ADAPTATION to provide nonsexist publications.

Constraints:

1) Perpetuation of traditional stereotypes by the mass media.

2) Staff members responsible for publications are unaware of inequities that still exist.

3) It is difficult to counter the total socialization process.

Suggested Action Steps

1) Reorganization of staff and formats.
- Assign current student staff members to analyze sections for which they were responsible in papers and yearbooks from previous years, e.g., count the number of pages, pictures, and lines of copy and check the roles in which the sexes are portrayed.* Record the results.
- Create co-editors for sections that have major discrepancies.
- Meet and confer with advisors and staff to generate solutions through which discrepancies may be resolved.
- Train students to edit copy for sexist terms, statements, etc.
- Challenge creativity of staff members to equalize coverage for all students.
- Post examples of fair and unfair coverage from major papers and magazines, and encourage student scrutiny.

2) Provide opportunities and resources for expansion of ideas.
- Share information and materials on nonsexist programs, activities, language, etc., with student publications staff.
- Permit student and staff interest interviews.
- Exchange copies of yearbook and newspapers with other schools for comparison.
- Host seminar for staff members and advisors from other schools to share change strategies.
- Visit local newspaper, radio, and T.V. sources and talk to staff members working in non-traditional settings.
- Set a goal among publications staff members for percentage of improvement in major inequitable areas.
- Establish self-monitoring timelines by which goals should be met.
- Set aside a display area to showcase exemplary student coverage.

Resources: *A similar method has been required by OCR during past investigations.

Possible Cross-Reference(s): Media Specialists.

CCSEE - II WORKSHEET

Area of Concern: STUDENTS AND STUDENT ACTIVITY DIRECTORS

Target Population(s): Grades 7 - postsecondary (student government)

Specific Issue: 6. Establishing sex fair student body budget, policies, and programs administered by the school's student body organization.

Projected Outcome(s)

1) To provide the members and advisors of student body organizations with opportunities to deal with the interests and expectations of all students.

2) To enable student leaders to make decisions regarding expenditures and opportunities, based on interest and ability rather than sex-role expectations.

3) To initiate and continue affirmative steps toward sex fair practices among the student body officers and leaders.

Recommended Change Strategies

1) DIAGNOSIS of student interests and desires with emphasis on non-participants.

2) TECHNICAL ASSISTANCE from advisors and/or administrators with financial and legal expertise.

3) RESOURCE LINKAGE between the student leaders and those from other campuses who have solved similar problems and between student leaders and fund-raising organizations.

Constraints:

1) Students enter upper grades and college with expectations and goals as a result of previous socialization.

2) Funding, policies, and programs traditionally have been inequitable.

3) There is resentment that sex equitable funding, policies, and programs will be at the expense of males.

Suggested Action Steps

1) Survey students' attitudes and interests.
   - Administer a checklist of realistic offerings for all students.
   - Stratify results by grouping students who are listed on a team roster, members of a campus organization, or otherwise actively involved, and those who are not participating in student body activities. In the first group, rank the financial recipients by total amount of funding. In both groups, check male/female numbers and note inequities.
   - Itemize the survey results based on potential interest and commitment to become involved, if desired opportunity is provided. Distribute results.

2) Review current student body policies and expenditures.
   - Note language and distribution of funds which are in conflict with results of student survey and legal mandates, and check for discriminatory policies.
   - Rewrite policies and budget as necessary. Consider alternatives, deletions, and additions to correct inequities.

3) Share information about responsibilities, problems, and solutions.
   - Visit other schools which have solved comparable problems.
   - Send student leaders to camps, conferences, and workshops to exchange ideas with others.
   - Identify solutions and share information with all members of the student body.
   - Organize entire student body for a unified fund-raising campaign, if additional funds are required and governing board policy permits. Include parents, staff, and other interested members of the community.
   - Make participation in campaign a requirement to qualify for profits earned.
   - Encourage students to become involved in student body, class, and organization elections.
   - Utilize campus newspaper and local media to publicize past, present, and continuous efforts.
   - Monitor and evaluate effects of redistribution of funds and success of new programs.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: STUDENTS AND STUDENT ACTIVITY DIRECTORS

Target Population(s): Grades 4 - postsecondary

Specific Issue: 7. Establishing nonsexist intramural programs.

Projected Outcome(s)

1) To develop intramural activities based on interest.

2) To involve male and female personnel in intramural participation and supervision.

3) To stimulate maximum participation in intramural programs by all students.

Recommended Change Strategies

1) DIAGNOSIS to determine student and staff interests.

2) TEAM BUILDING among supervisional staff and students.

3) COLLABORATIVE CONSULTATION uniting all students and staff.

Constraints:

Lack of:

1) Facilities, equipment, and personnel.
2) Motivation.
3) Planning, based on student and staff interests.
4) Time.
5) Support and cooperation from athletic staff.

Suggested Action Steps

1) Administer interest survey to students.
   - List activities which may be offered with existing equipment and facilities or minimum funding.
   - Focus on fun and recreational activities utilizing leisure time skills (relays, frisbee, table tennis, tetherball, impromptu obstacle courses, dance competitions, etc.).
   - Modify team sports to alleviate the necessity for officials, and facilitate general supervision (basketball: team free throws; volleyball: alternate male/female hits, serves, rotation; softball: specify mixed teams and infielders, outfielders, limit number of swings, no sliding).
   - Mix skill levels.
   - Include time during which activities will be offered.
   - Request three prioritized choices in which students would participate, if offered the opportunity.
   - Offer one "other" option for student input.
   - Base program on indicated interest areas.

2) Encourage staff role modeling and involvement.
   - Invite staff members to form student/faculty teams.
   - Ask interested staff members to form male/female dyads for short-term supervision assignments.
   - Substitute intramural supervision for other assigned duties.

3) Motivate students to participate.
   - Form student intramural association/club/committee to represent all students.
   - Offer awards for participation (buttons, ribbons, certificates, etc.).
   - Incorporate intramural program with spirit-boosting activities (interclass competitions).
   - Use intramural participants for demonstration before varsity spectator sports and during halftimes (unrelated, fun activities).
   - Publicize program.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: STUDENTS AND STUDENT ACTIVITY DIRECTORS

Target Population(s): Grades 7 - postsecondary

Specific Issue: 8. Dealing with students who exert negative peer pressure on students who are enrolled in non-traditional courses.

Projected Outcome(s)

1) To diversify non-traditional course content for total student appeal.

2) To increase student acceptance of changing sex roles.

3) To encourage change on the part of individual students who are exerting negative peer pressure.

4) To evaluate increased participation in non-traditional courses.

Recommended Change Strategies

1) RESOURCE LINKAGE between staff and others who are attempting new approaches.

2) MATERIALS SELECTION to include nonsexist resources.

3) CONSULTATION with students exerting negative peer pressure.

4) DIAGNOSIS/FOLLOW-UP to assess actual student participation.

Constraints:

1) It may be necessary to achieve student participation by involuntary scheduling.
2) There is fear of being negatively labeled by peers.
3) Staff is hesitant to re-structure non-traditional course content.
4) Expectations of traditional behavior at a societal level.

Suggested Action Steps

1) Suggest a variety of courses and actively recruit students for non-traditional courses.
   - Expose staff to new ideas and approaches being used by others in similar disciplines, e.g., workshops, conferences, off-campus visitations, professional journals.
   - Arrange meetings with resource people and staff members (outside consultants, technical assistance from SEA representatives in vocational education, etc.).
   - Change course titles and descriptions to encourage participation by all students.
   - Make departmental presentations to potential enrollees and introduce new offerings to create enthusiasm.
   - Reschedule requirements to mix and include all students.
   - Recruit student assistants and class participants from student opinion leaders.

2) Expose students to new ideas and emphasize variety of choices.
   - Provide adult role models from non-traditional occupations (business people, professionals, etc.) from the community to discuss prerequisites and opportunities available.
   - Publicize successes of students previously enrolled in non-traditional courses and currently employed.
   - Emphasize potential scholarships and awards for all students (National Merit, service and business clubs, etc.).
   - Present selected films and filmstrips from recommended nonsexist resources and utilize nonsexist materials in career education and other appropriate classes.*
   - Use bulletin boards to display articles and photographs of people in non-traditional roles.

3) Consultation with students who are exerting negative influence.
   - Meet directly with students who are exerting negative peer pressure.
   - Work with them to examine their own attitudes toward sex-role stereotyping.
   - Determine areas where student expresses some interest in breaking away from stereotyped male or female role and give positive encouragement.
   - Point out that it takes courage and leadership to break away from old roles and open up new potentials.
   - Discuss limiting effects of negative peer pressure and positive and beneficial effects of changing.

4) Measure success of positive efforts.
   - Track number of male and female students enrolled in non-traditional courses in previous years.
   - Chart registration and increased participation of students in nontraditional courses semester by semester.
   - Publicize progress.

Resources: *See Chapter V for such items as Free to Choose; On Your Own; Jobs and Gender; Women at Work: Choice and Challenge; Men's Lives; People and Work; Work and You: Do You Know What You Want?; You Can Be Anything; and Work Prejudice Film: People, Jobs and Stereotyping.

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: STUDENTS AND STUDENT ACTIVITY DIRECTORS

Target Population(s): Grades 7 - postsecondary (students)

Specific Issue: 9. Helping students recognize the implications of sexist language.

Projected Outcome(s)

1) To inform all students of the effects of sexist language.
2) To develop an awareness of alternative language.
3) To promote student attitude change.
4) To eliminate use of sexist language.

Recommended Change Strategies

1) AWARENESS ACTIVITIES for students in curricular and cocurricular settings.
2) TRAINING for a variety of student groups.
3) TECHNICAL ASSISTANCE from Title IX officers, resource persons and organizations, and State Departments of Education.
4) MATERIALS ADAPTATION for dissemination to all students.

Constraints:

Lack of:

1) Staff commitment.
2) Student concern with need for change.
3) Understanding necessary for eliminating sexist terminology and using nonsexist language.

Suggested Action Steps

1) Identify common examples of sexist language.
   - Determine common sexist terms and the environments in which they are most often used (job titles, use of diminutives for females, omission of women, belittling of women, description of women in terms of physical rather than mental attributes, use of the generic "man" and jokes among students and adults).
   - Evaluate materials and word usage: instructional and cocurricular.
2) Suggest other terminology.
   - Provide staff and students with NCTE* adopted list of alternatives, possibly in English, journalism, and leadership classes, and in yearbook.
   - List situations which encourage nonsexist attitudes (coeducational settings for classes, organizations, working conditions, etc.).
   - Compare sexist words and phrases with other biased language (racist, ageist, classist) and have students discuss them.
3) Involve students in changing language usage.
   - Form representative student groups.
   - Train the student representatives to work with their peers and younger students.
   - Conduct discussions on an ongoing basis.
   - Have students conduct surveys and interviews on campus and in the community.
4) Develop methods of dissemination of language information to student population.
   - Utilize student newspaper to increase awareness.
   - Provide film and/or filmstrip presentations on sex-role stereotyping and labeling.**
   - Organize student-conducted consciousness-raising sessions and permit students to exchange ideas and suggestions.

Resources: *National Council for Teachers of English.

**Sex-Role Stereotyping -- The Labels and Reinforcement (NEA -- Two-part filmstrip with cassettes, released in 1974-75). Project Awareness section on language -- Feminists Northwest. Language and Woman's Place -- Robin Lakeoff.

Possible Cross-Reference(s): Instruction.

CCSEE - II WORKSHEET

Area of Concern: STUDENTS AND STUDENT ACTIVITY DIRECTORS

Target Population(s): Grades K - postsecondary (instructional staff)

Specific Issue: 10. Helping teachers recognize the implications of sexist instruction.

Projected Outcome(s)

1) To make teachers aware of the importance of positive, nonsexist verbal communication.

2) To eliminate the use of sexist materials and language in classes.

3) To have teachers become role models for students.

4) To have teachers work together in assessing progress.

Recommended Change Strategies

1) AWARENESS techniques and strategies to heighten understanding of staff.

2) MATERIALS SELECTION/ADAPTATION to promote nonsexist instruction.

3) TRAINING and CONSULTATION through in-service sessions and workshops.

4) TECHNICAL ASSISTANCE and TEAM BUILDING to develop peer observation instrument and utilize results.

Constraints:

Presence of:

1) Lackadaisical attitude on the part of teachers.

2) Defensive attitude regarding the traditional use of generic male terms.

3) Sex-role stereotyping in the media, advertising, and instructional materials.

4) Fear of being ridiculed for attempting change.

Suggested Action Steps

1) Examine attitudes of staff.
   - Conduct departmental and/or small-group sessions on various communication techniques, problem solving, decision making, and group consensus procedures.
   - Provide staff with a list of common sexist terms and alternatives.*
   - Give each staff member the opportunity to take a confidential attitude survey.**
   - Expose each staff member to some values clarification techniques.***

2) Infuse nonsexist teaching activities into existing materials and methods.
   - Peruse current materials for typical sex-role stereotypes and inequitable numbers of males and females. Have students do the same.
   - Preview available sources regarding images in traditional textbooks.

3) Organize mini-conference and workshop sessions for staff members.
   - Gear sessions to specific staff interest areas and target student population.
   - Emphasize the spirit of nonsexist instruction, including choice due to interest and aptitude and the opportunity for students to pursue their choices without limitations.
   - Include consciousness-raising games. List ten products commonly advertised on T.V., in magazines, or on billboards focusing on males and females, and tell how each is depicted; how do your students see you?

4) Accumulate information and examine staff progress.
   - Collaborate with Title IX coordinator and other resource people, as appropriate.
   - Coordinate teams for input in designing a checklist to be used in peer observation.

Resources: *Sources include lists adopted and distributed by the American Psychology Association and the National Council for Teachers of English.

**Project Awareness materials.

***In addition to Simon's Values Clarification book, Guidance Associates has a filmstrip/cassette kit for teachers' in-service training, released 1977. Slide/tape presentation "Images of Males and Females in Elementary School Textbooks," L. Weitzman and D. Rizzo.

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: STUDENTS AND STUDENT ACTIVITY DIRECTORS

Target Population(s): Grades 7 - postsecondary (activity directors, deans of students, advisors)

Specific Issue: 11. Providing in-service training for student activity directors concerning equity issues.

Projected Outcome(s)

1) To provide participants with updated information on Title IX and other sex equity legislation.
2) To involve participants in generating specific solutions to problems.
3) To distribute materials and lists of resources for additional assistance.
4) To give participants an opportunity to evaluate benefits of in-service session(s).

Recommended Change Strategies

1) TECHNICAL ASSISTANCE and LEGISLATIVE INTERVENTION from outside person with expertise in Title IX and student activities.
2) CONSULTATION between participants with comparable problems/solutions.
3) MATERIALS SELECTION for reference and distribution.
4) FOLLOW-UP DIAGNOSIS to check whether major concerns have been addressed and objectives met.

Constraints:

Presence of:

1) Confusion surrounding Title IX and sex equity for all students.
2) Traditional practices and procedures in cocurricular activities, awards, and publicity which perpetuate sexist attitudes.
3) Campus/community resistance to change.

Lack of:

1) Knowledge/clarity regarding OCR interpretations.

Suggested Action Steps

1) Give brief introduction, explanation, and overview of Title IX legislation to student activity directors.
   - Show short filmstrip.*
   - Discuss filmstrip and legislative requirements, and have participants write down the initial steps needed in their respective situations.
   - Point out implications for student activities and stress the spirit as well as the letter of the law.
2) Determine specific problems and create an environment in which students can solve them.
   - Prepare four or five problematic situations prior to session(s), which most schools have encountered, pertaining to student activities and concerns (semantic changes in student handbooks and publications to avoid discrimination; athletic, scholarship, and award inequities; amount of publicity and support; paid and unpaid supervisory assignments for extra-duty activities, etc.).
   - Spend a few minutes on brainstorming solutions to the hypothetical problems.
   - List additional problem statements generated by students.
   - Prioritize the list and disperse participants into small groups, based on common interests and major concerns.
   - Give each group time to exchange ideas, generate solutions, and report back to all participants.
   - Provide opportunity for additional interaction and monitor responses for general applicability, feasibility, and conformance with the laws.
3) Distribute concise list of relevant resources and contacts.**
   - Include Sadker's Student Guide to Title IX, *** local and regional Title IX contacts, SEA, and regional OCR offices and addresses.
4) Solicit written evaluations from all participants at end of session.
   - Distribute prepared evaluation form with materials. Suggest simple format with about five items: numbered Likert scale for overall response to session, objectives met, degree of benefit, effectiveness of presenter, and other comments.
   - Tape session(s); analyze and determine changes needed.

Resources:

*"Title IX and the Schools," distributed by Claremont Educational Resources, Box 998, Claremont, CA 91711 (1876).

**See Chapter V for information about Mahon's article, materials from PEER, Resource Center on Sex Roles in Education and other general resources related to the law and student concerns.

***See Chapter V, General Resources.

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: STUDENTS AND STUDENT ACTIVITY DIRECTORS

Target Population(s): Grades K - postsecondary (students, community members and staff)

Specific Issue: 12. Applying Title IX and sex equity concepts to residence schools (schools for the deaf or visually handicapped; detention or correction schools, etc.).

Projected Outcome(s)

1) To diagnose and work to eliminate discrimination in admissions, housing, services, programs, and activities in residence schools.

2) To maintain a record of progress.

Recommended Change Strategies

1) DIAGNOSIS/COLLABORATIVE CONSULTATION/TECHNICAL ASSISTANCE involving all concerned groups.

2) MATERIALS DEVELOPMENT/FOLLOW-UP DIAGNOSIS for recording progress and remediation.

Constraints:

Presence of:

1) Feeling of exemption or exception.
2) Existing additional mandate requirements.
3) Attitudes regarding "paper overload."
4) Limited personnel.

Suggested Action Steps

1) Conduct institutional evaluation.*
   - Familiarize administrators, staff, community, and students with the Title IX regulations (disseminate information through newsletters, special bulletins, and local media).
   - Contact non-resident schools for resource people and distribute checklists to assist with evaluation.
   - Involve representatives from all groups in various self-study tasks.
   - Incorporate information already collected for other special mandate requirements.
   - Note criteria for admission, special benefits, access to facilities, residence and housing assignments to determine inequities.
   - Meet with representatives from other residence schools to discuss remediation steps, alternatives, and change strategies.
   - Utilize laws and existing attitudes regarding discrimination against the deaf, the visiaully handicapped, etc., to emphasize need for fairness to all people, based on their interests and abilities.

2) Design and post applicable charts.
   - Develop matrices for each area of self-study.
   - Indicate areas targeted for remediation, procedures, responsible parties, and timelines.
   - Assign person(s) to monitor and record results.
   - Disseminate information in a progress report.

Resources: *See Chapters III, IV, and V, sections pertaining to The Law, Administrators, Community Members, and General Sources.

Possible Cross Reference(s):

I. Vocational Educators

Those professionals and paraprofessionals who provide educational programs directly related to the preparation of individuals for paid or unpaid employment.

This section provides change strategies and action steps focused on the basic issues of sex equity in vocational education.

In order to utilize the change strategies and action steps most effectively, it is helpful to be aware of two major considerations: (1) special characteristics of vocational education; and (2) the Federal Vocational Education Amendments of 1976.

SPECIAL CONSIDERATIONS

- Vocational education is comprised of seven (7) major occupational areas: trade and industrial, technical, home economics (consumer, homemaking, and occupational home economics), business and office, distributive education, agriculture, and health occupations.
- Vocational education programs are established not only for secondary high school students, but also for community college students and adults.
- Each vocational education occupational area has a student organization associated with it (e.g., agriculture: Future Farmers of America -- F.F.A.).
- The national professional organization is the American Vocational Association (AVA). AVA has separate divisions for each occupational area.
- A National Center for Research in Vocational Education has been established at the Ohio State University.

VOCATIONAL EDUCATION AMENDMENTS

- The Vocational Education Amendments have set forth as one of four major purposes the development and carrying out of programs in vocational education so as to overcome sex stereotyping and sex discrimination.

- The Amendments mandate State Departments of Education to hire a full-time sex equity coordinator for vocational education.

- The Amendments contain four (4) funding categories which relate directly to sex equity issues. They include provision of optional funding for day-care services, support services for women, and grants to eliminate sex bias; the fourth funding category is that of serving the displaced homemakers. This is a mandated funding category.

- The Vocational Education Amendments also contain provisions for addressing sex equity concerns in these additional areas: research, curriculum, professional development, guidance and counseling, exemplary projects, and consumer and homemaking education.

In order to facilitate the selection of an effective change strategy, cross-references to specific sections of the Federal rules and regulations governing the Vocational Education Amendments have been made in some of the action steps suggested in this section.

Readers may also wish to become acquainted with the services of the state sex equity coordinator required to be employed in each State Education Agency (SEA) (a list of current appointments appears in Chapter V). This resource is not specifically cited in the issue statements which follow, because the sex equity coordinator could serve as a resource to any selected change strategy.

CCSEE - II WORKSHEET

Area of Concern: VOCATIONAL EDUCATION

Target Population(s): Administrators, vocational education staff, school board

Specific Issue: 1. Developing effective policies in vocational education which involve sex equity concepts.

Projected Outcome(s)

1) To establish a foundation for the development of programs for achieving sex equity.

2) To secure administrative commitment to sex equity.

3) To provide a focus for determining which priorities in sex equity have the highest probability for successful achievement.

Recommended Change Strategies

1) AWARENESS to raise the awareness of policy developers of the need for sex equity policies.

2) TRAINING to build in sex equity as part of overall policy development.

3) CONFRONTATION to school board members to change policies.

Constraints:

Presence of:

1) Ambiguity of roles in policy development.

Lack of:

1) Knowledge in all areas of pro-active policy development in education.

2) School districts which have implemented model sex equity policies.

3) Priority for sex equity among policy developers in many cases.

Suggested Action Steps

1) Raise the awareness of policy developers of the need for sex equity policies.
   - Identify opinion leaders within the community and state.
   - Conduct awareness workshops at local level.
   - Work through state and local administrative and school board associations.
   - Utilize an appropriate public relations medium to raise awareness (e.g., brochures, feature stories, etc.).
   - Utilize the media to raise local awareness levels.

2) Build in sex equity as part of overall policy development.
   - Generate need to improve policy.
   - Acquire services of an outside consultant who is skilled in policy development and sex equity.
   - Cultivate broad base of involvement in policy development with people concerned with sex equity.

3) Confront school board members to change policies.
   - Choose spokespersons legitimate to audience.
   - Consider the issue of timing to maximize salability.
   - Coordinate with other equity issues.
   - Secure board-based involvement in the confrontation.
   - Familiarize board with provisions of vocational education amendments and Title IX laws relevant to vocational education.

Resources:

Possible Cross-Reference(s): Administrators; School Board; Community.

CCSEE - II WORKSHEET

Area of Concern: VOCATIONAL EDUCATION

Target Population(s): Vocational education teachers, administrators

Specific Issue: 2. Disseminating the sex equity provisions of the vocational education Title II amendments to teachers and administrators.

Projected Outcome(s)

1) To increase the knowledge of local vocational educators with reference to the sex equity provisions of the federal legislation in vocational education.

2) To achieve awareness of possible new sources of available funds for sex equity programs.

3) To increase knowledge of the program development, planning and funding process of vocational education, which is required to effectively address sex equity in vocational education.

Recommended Change Strategies

1) RESOURCE LINKAGE to tie in with the ongoing efforts of the State Education Agency with reference to the dissemination of the vocational education amendments.

2) AWARENESS ACTIVITIES to raise knowledge levels of teachers and administrators to the provisions of the vocational education amendments.

Constraints:

1) Federal and state money is a small proportion of the actual vocational education dollars at the local level.

2) Federal legislation is difficult to communicate to local educators.

3) Federal legislation is viewed by some as an encroachment on local control of education.

Suggested Action Steps

1) Tie in with the ongoing efforts of the State Education Agency with reference to the dissemination of the vocational education amendments.
- Identify how State Education Agency addressed provisions for sex equity in updated five-year and annual plans.
- Identify if optional sex-equity-related funding categories have been funded.
- Tie in how other sex discrimination laws affecting education are disseminated.
- Tie into civil rights groups that are educating the community on how to monitor the legislation.

2) Awareness activities raise knowledge levels of teachers and administrators to vocational education amendments.
- Provide in-service training and technical assistance to help teachers and administrators understand the provisions of the law.
- Disseminate appropriate materials developed by the agencies identified above to teachers and administrators.

Resources: How to Erase Sex Discrimination in Vocational Education, Women's Rights Project of ACLU.

Possible Cross-Reference(s): Administration; The Law.

CCSEE - II WORKSHEET

Area of Concern: VOCATIONAL EDUCATION

Target Population(s): Grades 7 - 14

Specific Issue: 3. Recruiting and retraining students in non-traditional vocational education programs.

Projected Outcome(s)

1) To increase the number of people who complete non-traditional vocational training.

2) To develop models for recruiting and retraining non-traditional students in vocational programs.

3) To reduce the dropout rate of students in non-traditional areas in vocational education.

Recommended Change Strategies

1) AWARENESS to establish with potential vocational education students the importance of increasing non-traditional enrollment in vocational programs.
2) COLLABORATIVE CONSULTATION to establish the mechanism for business and industry personnel to communicate the necessity for recruiting and retraining students in non-traditional vocational eudcation programs.
3) DIAGNOSIS/TRAINING to assess the difficulties of recruiting and retraining non-traditional students and to increase the skills of vocational education personnel and counselors to recruit and retrain these students.

Constraints:

Presence of:
1) Curriculum for vocational education courses based on assumption that enrollees possess pre-requisite skills required because of their sex.
2) Sense of isolation of single enrollees.
3) Facilities problem.

Lack of:
1) Successful role models.
2) Awareness of potential non-traditional students who don't perceive courses as being open to them.

Resources: Steps Toward Achieving Sex Equity: A Model In-Service, Matthews and McCune. "Equal Vocational Education," Jane Lerner, Houston Center for Human Resources. Apprenticeship regulations. Construction regulations. R.J. Associate Study.

Possible Cross-Reference(s): Counseling; Students.

Suggested Action Steps

1) Establish with potential vocational education students the importance of increasing non-traditional enrollment in vocational programs.
   - Work with established vocational education student organizations by developing public relations campaigns to increase their membership via enrollments in non-traditional areas.
   - Have successful role models to serve as guest speakers.
   - Create an awareness with students during the ninth and tenth grades of the changing work patterns of women.
   - Involve more students in non-sexist career exploration programs.

2) Establish the mechanism for business and industry to communicate the necessity for recruiting and retraining students in non-traditional vocational education programs.
   - Work through established business and labor groups to gain the support and commitment of students in non-traditional jobs.
   - Identify committed business people to serve on mandated advisory councils.
   - Identify the informal power structure or communication network within the community for the administration.

3) Assess the difficulties of recruiting and retraining non-traditional vocational education students and increase the skills of vocational education personnel and counselors for recruiting and retraining students.
   - Assess the specific problems regarding enrollment by examining the policies and procedures, Title IX self-evaluation, communication channels, course descriptions, organizational hierarchy, behaviors and attitudes.
   - Secure administrative commitment for the training effort.
   - Review existing training packages appropriate to problems and population the training is designed for.
   - Conduct follow-up evaluation to assess the implementation of recruiting and retraining non-traditional students.

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CCSEE - II WORKSHEET

Area of Concern: VOCATIONAL EDUCATION

Target Population(s): Students, vocational education instructors, counselors.

Specific Issue: 4. Establishing a nonsexist learning environment.

Projected Outcome(s)

1) To achieve student recognition that all vocational education courses are open to them.

2) To minimize sexist behaviors in the classroom (e.g., instruction, assignments, materials).

3) To make vocational education instruction equally effective for both sexes.

Recommended Change Strategies

1) AWARENESS through conducting awareness workshops for state and local vocational educators.

2) RESOURCE LINKAGE to provide supplemental nonsexist strategies or materials for classroom use.

3) DIAGNOSIS to make a systematic assessment of sexist instructional policies, practices and conditions.

4) TRAINING by conducting skill building sessions for state and local vocational educators.

Constraints:

Presence of:

1) Unconscious, well-intentioned sexist behaviors.

Lack of:

1) Experience in teaching the opposite sex.

2) Money and time for extensive facility and curriculum changes.

Suggested Action Steps

1) Conduct awareness workshops for state and/or local vocational educators.
   - Work with state/local leaders to plan sessions.
   - Base activities on the existing attitudes of audience, i.e., not all awareness activities are appropriate for all audiences.
   - Utilize existing resource networks for sex equity in vocational education for selection of awareness materials.
   - Plan for follow-up activities since one awareness session does not tend to lead to any significant change.

2) Provide supplemental nonsexist strategies or materials for classroom use.
   - Develop differing strategies for disseminating supplemental materials depending upon level of awareness and commitment of targeted audience.
   - Use existing resource networks in vocational education to identify materials.
   - Provide avenues for utilizing vocational educators who have success in this area.

3) Make a systematic assessment of sexist instructional policies, practices and conditions.
   - Pre-establish written criteria for assessing sexist conditions and practices in the classroom.
   - Work with state department vocational staff to build assessment criteria into federally mandated evaluations.
   - Disseminate criteria via established vocational education channels.

4) Conduct skill building sessions for state and local vocational educators.
   - Conduct a needs assessment to determine entry-level skills of targeted audience for planning session (awareness of differences across occupational areas is key).
   - Review potential of funding the training with state vocational education personnel training monies.
   - Conduct follow-up evaluation to determine the degree of implementation and improvement suggestions.
   - Commit substantial time to developing training design and selecting trainer.
   - Consider joint sessions with guidance counselors and vocational educators.

Resources: "Attempts to Overcome Sex Stereotyping in Vocational Education," Institute for Research on Human Resources.

Possible Cross-Reference(s): Counselors.

CCSEE - II WORKSHEET

Area of Concern: VOCATIONAL EDUCATION

Target Population(s): Vocational education personnel

Specific Issue: 5. Developing strategies for addressing the sense of isolation among persons interested in achieving sex equity in vocational education.

Projected Outcome(s)

1) To increase the knowledge of persons concerned with sex equity about national, state, regional and local sex equity networks.

2) To increase articulation among national, state and local networks.

3) To reduce the duplication of effort in reference to sex equity issues.

4) To increase the coordination of sex equity efforts.

5) To increase the utilization of the existing knowledge and resources.

Recommended Change Strategies

1) RESOURCE LINKAGE to work with state and local sex equity coordinators to establish responsibility for establishing communication network.

2) TEAM BUILDING to provide opportunities for people concerned about sex equity to share information and learn to work with one another.

3) CONSULTATION to develop a cadre concept for people to share skills and reinforce efforts.

Constraints:

1) Established communication channels within vocational education are just beginning to address sex equity concerns.

2) Attempts to coordinate sex equity nationally are relatively new.

3) The specific roles of persons concerneu with sex equity differ to a substantial degree.

Suggested Action Steps

1) Work with state and local sex equity coordinators to establish responsibility for establishing communication network.
   - Identify advocates for sex equity within your geographic area and specific interest area.
   - Form a network of people with common interests.
   - Identify formal communication networks which already exist.

2) Provide opportunities for people concerned about sex equity to share information and learn to work with one another.
   - Set up resource sharing forums for people with mutual interests.
   - Develop team building workshops to maximize cooperation.
   - Set up newsletters to share ideas and reinforce efforts.
   - Set up specialized mailing lists for people with similar interests.
   - Compile notebooks for sharing the best ideas.

3) Develop a cadre concept for people to share skills and reinforce efforts.
   - Identify funding sources for release time and travel money (state department, teacher learning centers, etc.).
   - Publicize through established communication networks.

Resources:

Possible Cross-Reference(s):

CCSEE - II WORKSHEET

Area of Concern: VOCATIONAL EDUCATION

Target Population(s): Teachers, administrators

Specific Issue: 6. Developing an affirmative action plan for the advancement of teachers in non-traditional class/administrative assignments.

Projected Outcome(s)

1) To increase the number of teachers and administrators in areas where their sex has been underrepresented.

2) To develop a vocational education affirmative action plan to assist in the encouragement and advancement of teachers and administrators in areas where they have been underrepresented.

Recommended Change Strategies

1) TRAINING to provide administrators with skills on how to develop affirmative action plans.

2) Provide PROFESSIONAL DEVELOPMENT EXPERIENCES for women to increase knowledge of administrative skills.

3) RESOURCE LINKAGE to increase knowledge of advancement or retraining opportunities.

Constraints:

Presence of:
1) The dispute that Title IX was not intended to cover employment.
2) The perception that women are hesitant to take administrative assignments.
3) The "old boys'" network.
4) "Queen bee" syndrome.
5) Reluctance of men to teach predominately female areas.

Lack of:
1) Affirmative action requirements in many school districts.
2) Role models for women in administrative positions.
3) Employment experience for women in male-dominated occupational areas and vice versa.

Suggested Action Steps

1) Provide administrators with skills on how to develop affirmative action plans.
   - Identify if school district is required to have affirmative action plan.
   - Identify employers in the area who must have affirmative action plans and who have experienced affirmative action officers.
   - Research school districts who have model affirmative action plans.
   - Conduct how-to workshops on affirmative action including a self-assessment in the plan to monitor effectiveness.

2) Provide professional development experiences for women to increase administrative skills.
   - Establish within school district a series of workshops and incorporate into affirmative action plan.
   - Identify classic areas where women have not learned the skills.
   - Develop specialized delivery programs, such as exchange programs, internships, lending libraries, informal lunches.

3) Increase the knowledge of advancement and/or retraining opportunities.
   - Identify formal and informal mechanisms for posting advancing opportunities and develop job information network.
   - Consider existing training opportunities provided by the National Center, AVA, EPDA, state department professional development opportunities.
   - Consider the establishment of a support group within the state vocational association.

Resources: "A Model to Retrain Women Teachers and Skilled Women as Teachers in Non-Traditional Vocational Programs," Bureau of Occupational and Adult Education, Washington.
" Moving Women into Educational Administration," Bernard Kaye, ED105549.

Possible Cross-Reference(s): Administration; Postsecondary; Personnel.

CCSEE - II WORKSHEET

Area of Concern: VOCATIONAL EDUCATION

Target Population(s): Vocational education staff

Specific Issue: 7. Adapting or developing nonsexist vocational education instructional materials.

Projected Outcome(s)

1) To acquire vocational education instructional materials that are sex fair.

2) To increase vocational education personnel skills relative to developing and acquiring nonsexist materials.

Recommended Change Strategies

1) TRAINING to train vocational educators to the skill level necessary to develop and adapt materials.

2) RESOURCE LINKAGE to acquaint vocational educators with existing nonsexist materials.

3) CONSULTATION to assist in the development or acquisition of materials.

Constraints:

Lack of:

1) Existing nonsexist materials.

2) Money and time to develop curriculum.

3) Definite policies that require nonsexist material development at the local level.

Resources: "Guidelines for the Assessment of Sex Fairness in Career Interested Inventories," National Institute of Education; Wider Opportunities for Women.

Possible Cross-Reference(s): Instructional Materials.

Suggested Action Steps

1) Train vocational educators to the skill level necessary to develop and adapt materials.
   - Secure administrative endorsement of the goal of the training effort.
   - Select a training team with all of the following skills: curriculum design, eliminating sex-role stereotyping, and vocational education.
   - Build an evaluation component to determine training effectiveness.
   - Establish ongoing curriculum review panel for selection and development of nonsexist materials.
   - Show how existing sexist materials can be used as examples to raise awareness and implement change.

2) Acquaint vocational educators with existing nonsexist materials.
   - Request a search from the national curriculum network for all nonsexist materials.
   - Contact National Center for Research in Vocational Education for assistance.
   - Contact state sex equity coordinator for resource material lists.

3) Assist in the development or acquisition of materials.
   - Identify consultant(s) who have knowledge in nonsexist materials and who have credibility with the vocational education community.
   - Consider using a consultant to assist in the overall design of the curriculum development process, thereby providing a better opportunity to address nonsexist issues.

CCSEE - II WORKSHEET

Area of Concern: VOCATIONAL EDUCATION

Target Population(s): Students, vocational education staff, business and industry personnel

Specific Issue: 8. Developing an effective placement service for students who have completed training in non-traditional vocational courses.

Projected Outcome(s)

1) To increase the number of placements of students who have completed non-traditional vocational courses.

2) To design a transportable procedure for planning and developing an effective placement service.

3) To be responsive to the affirmative action plans of business and industry.

Recommended Change Strategies

1) RESOURCE LINKAGE to establish linkage with existing state and local agencies which have responsibility for job placement (e.g., Department of Labor).

2) AWARENESS to assist the vocational community in becoming aware of affirmative action requirements for business and industry (Title VII, executive order, apprenticeship regulations).

3) DIAGNOSIS and TRAINING to assist vocational educators to define specific problems, and to deliver training sessions on how to establish a placement service.

Constraints:

1) Lack of agreement as to whether or not it is a role of the secondary schools to establish formal placement systems.

2) A significant number of job openings for vocational students are in establishments not covered by affirmative action plans.

3) People who complete non-traditional training often do not desire jobs in the area studied.

Resources: Apprenticeship regulations; construction regulations.

Possible Cross-Reference(s): All the Publics.

Suggested Action Steps

1) Establish linkage with existing state and local agencies which have responsibility for job placement.
- Identify specific state and local agencies involved in job placement.
- Recognize requirements in vocational education federal legislation that support linkages with other agencies.
- Utilize mandated local advisory councils to support linkages.
- Research requirements of other agencies that mandate linkages.

2) Assist the vocational community in becoming aware of affirmative action requirements for business and industry.
- Identify specific industries which hold government contracts.
- Identify organizations or individuals who have responsibility for implementation of affirmative action plans.
- Identify vocational instructors who have established informal systems of job placements for their students.
- Establish contact with vocational educators responsible for cooperative education.

3) Assist vocational educators in defining specific problems and delivering training sessions on how to establish placement services.
- Work with administrators to clarify the necessity for secondary institutions to assume responsibility for placement.
- Become aware of sections of vocational education Federal legislation that support placement activities (subpart 2 -- Placement, subpart 3 -- Guidance).
- Implement special programs for training job developers for working in conjunction with industry to develop non-traditional placements.
- Develop presentation for the small, non-government, contractor-type employer to raise awareness levels and encourage the employer to place students in jobs in non-traditional areas.

TOWARD EQUITY

CHAPTER V

SELECTED RESOURCES

There is always a need to have one more resource, one more way to help those in need. There is a prolific surge of commercial products on the market now related to equity matters. Captured herein are some of the ones recommended for use by practicing sex equity advocates in the field. No list is ever complete. This section is rather unique in that it presents the data in three general divisions: print, nonprint, and human.

The HUMAN RESOURCE section is the first to be considered and it includes references to general groups who contribute to the achievement of sex equity, those who have received Federal funds to provide services, and other official bodies who provide services to the educational process in the area of sex equity.

The NONPRINT section follows. Americans are a most visually oriented population. Offering challenging documentation of the issues to be resolved, insights to efforts which have been attempted, and factual renditions of the ways the regulations are being interpreted, these audio-visual aids could be used to advantage when working TOWARD EQUITY. A list of simulation games is also included, for these have been most effective in dealing with actual classroom instructional processes.

The PRINT section provides pertinent references to all areas covered by this document, as well as a list of sources for resources. The Women's Educational Equity Communications Network is constantly providing updated lists of resources and is highly recommended. This listing is also comprehensive and should provide those who wish to seek other resources with a quality beginning.

TOWARD EQUITY

A. Human

1. National Organizations

Alpha Kappa Alpha
1751 New Hampshire Ave., NW
Washington, D.C. 20009
(202) 462-9503
Contact Person:

American Alliance for Health, Physical Education and Recreation (AAPHER)
1201 16th St., NW
Washington, D.C. 20036
(202) 833-5533
Contact Person: Marjorie Blaufarb

American Association for Higher Education, Women's Caucus
One Dupont Circle
Washington, D.C. 20036
(202) 293-6440
Coordinator: Ms. Otis Halloway Owens

American Association of Community and Junior Colleges
Center for Women's Opportunities
One Dupont Circle, NW, Suite 410
Washington, D.C. 20036
(202) 293-7050
Director: Ms. N. Carol Eliason

American Association of School Administrators (AASA)
Sex Equality in Education Programs
1801 N. Moore St.
Arlington, VA 22209
(703) 528-0700
Director: Beatrix Sebastian

American Association of University Professors
Committee on the Status of Women in the Academic Profession
One Dupont Circle, Suite 500
Washington, D.C. 20006
(202) 466-8050
Contact Person:
Dr. Lesley Francis Zimic

American Association of University Women (AAUW)
2401 Virginia Ave., NW
Washington, D.C. 20037
(202) 785-7775
President: Marjorie B. Chambers

American Civil Liberties Union (ACLU)
Women's Rights Project
22 E. 40th St.
New York, NY 10016
(212) 725-1222
Contact Person:

American Council on Education
Office of Women in Higher Education
One Dupont Circle
Washington, D.C. 20036
(202) 833-4692 Director: Emily Taylor

American Education Research Association (AERA)
1126 16th St., NW
Washington, D.C. 20036
(202) 223-9485
Staff Liaison: Ms. Lynn Winston

American Federation of Teachers (AFT)
Human Rights and Community Relations
11 Dupont Circle, NW
Washington, D.C. 20036
(202) 737-4400
Director: Ms. Barbara Van Blake

American Institute for Research (AIR)
3301 New Mexico Ave., NW
Washington, D.C. 20016
(202) 686-6800
President: Paul A. Schwarz

American Library Association
Committee on Status of Women in Librarianship
50 E. Hurton St.
Chicago, IL 60611
(312) 944-6780
Contact Person: Margaret Myers

American Personnel and Guidance Association
1607 New Hampshire Ave., NW
Washington, D.C. 20009
(202) 483-4633
Assoc. Exec: Dr. Julia Davidson

American Statistical Association
806 15th St., NW
Washington, D.C. 20005
(202) 393-3253
Exec. Dir.: Dr. Fred Leone
(202) 523-1092
Women's Caucus Chair:
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Women on Words and Images
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2. Title IV Funded Projects

DESEGREGATION ASSISTANCE CENTERS FOR SEX DISCRIMINATION

Title IV of the Civil Rights Act of 1964

Service Area (i): ME, NH, VT, MA, CT, RI

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New England Equal Education Center
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Service Area (ii): NY, NJ, PR, VI

Dr. Effie Bynum, Director
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New York, NY 10027
(212) 678-3350

Service Area (iii): PA, DE, MD, VA, WV, DC

Mr. David Sadker, Director
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School of Education
Massachusetts and Nebraska Avenues, NW
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(202) 686-2194

Service Area (iv): NC, SC, GA, FL, AL, MS, KY, TN

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Service Area (v): OH, IN, IL, MI, WI, MN

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Service Area (vi): TX, LA, OK, AR, NM

Dr. Bennat Mullen, Director
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Stephen F. Austin State University
Box 3010A, SFA Station
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Service Area (vii): IA, NE, KS, MO

Dr. Charles Rankin, Director
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Service Area (viii): ND, SD, MT, CO, WY, UT

Mr. Richard Thomas
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Service Area (ix): CA, NV, AZ, HI, GU, Am. Samoa, Tr. Terr. of the Pac. Is., Commonwealth of N. Mariana Islands

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Title IV of the Civil Rights Act of 1964

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B. Nonprint

1. FILMS

ALL OF US STRONGER (1976). 16mm, color, sound, 9 minutes. Available (for sale $175.00, for rent $20.00) from Serious Business, 1609 Jaynes St., Berkeley, CA 94703.

AMERICAN PARADE: WE THE WOMEN. 16mm, color, sound, 30 minutes. Available (for sale $400.00, for rent $45.00) from BFA Films, 2211 Michigan Avenue, P.O. Box 1795, Santa Monica, CA 90406.

ANYTHING YOU WANT TO BE. 16mm, black and white, sound, 8 minutes. Available (for sale $115.00, for rent $17.00) from New Day Films, P.O. Box 315, Franklin Lakes, NJ 07417.

THE ASSERTIVE COLLEGE STUDENT (1978). 16mm, color, sound, 20 minutes. Order #77572. Available (for sale $315.00, for rent $30.00) from American Personnel and Guidance Association, 1607 New Hampshire Ave., NW, Washington, DC 20009.

ASSERTIVE TRAINING FOR WOMEN: PART I. 16mm, color, sound, 17 minutes. Order #77538. Available (for sale $265.00, for rent $25.00) from American Personnel and Guidance Association, 1607 New Hampshire Ave., NW, Washington, DC 20009.

ASSERTIVE TRAINING FOR WOMEN: PART II. 16mm, color, sound, 18 minutes. Order #77539. Available (for sale $265.00, for rent $25.00) from American Personnel and Guidance Association, 1607 New Hampshire Ave., NW, Washington, DC 20009.

BACK TO SCHOOL, BACK TO WORK. 16mm, color, sound, 20 minutes. Order #77540. Available (for sale $265.00, for rent $25.00) from American Personnel and Guidance Association, 1607 New Hampshire Ave., NW, Washington, DC 20009.

THE BLACK WOMAN (1970). 16mm, black and white, sound, 52 minutes. Available (for sale $265.00, for rent $14.00) from Extension Media Center, 2223 Shattuck Ave., Berkeley, CA 94720.

BOB & CAREN & TED & JANICE. 16mm, color, sound, 22 minutes. Available from Paramount/Oxford Films, 5451 Marathon St., Hollywood, CA 90038.

BOYS WITH LONG HAIR. 16mm, color, sound, 30 minutes. Available (for sale $350.00, for rent $35.00) from MSC (Martha Stuart Communications), 66 Bank St., New York, NY 10014.

Prices listed are subject to change.

CHANGING IMAGES (1974). 16mm, black and white, sound, 15 minutes. Available (for sale $130.00, for rent $14.00) from Extension Media Center, 2223 Shattuck Ave., Berkeley, CA 94720.

CHRIS AND BERNIE (1974). 16mm, color, sound, 24 minutes. Available (for sale $350.00, for rent $35.00) from New Day Films, P.O. Box 315, Franklin Lakes, NJ 07417.

CLORAE AND ALBIE. 16mm, color, sound, 32 minutes. Available (for sale $425.00, for rent $30.00) from Education Development Center, 39 Chapel St., Newton, MA 02160.

CONTINUOUS WOMAN (1973). 16mm, color, sound, 25 minutes. Available (for sale $250.00, for rent $32.50) from Circle One, 1456 E. Magnolia Ave., #112, St. Paul, MN 55106.

CROSS-CULTURAL APPROACH TO ACQUISITION OF SEX ROLES AND SOCIAL STANDARDS. 16mm, color, sound, 24 minutes. Available (for sale $395.00, for rent $39.50) from Harper and Row Media, Harper and Row Publishers, Inc., 10 E. 53rd. Dr., New York NY 10022.

"DADDY DON'T BE SILLY" - A CASE FOR EQUAL RIGHTS (1974). 16mm, color, sound, 27 minutes. Available (for sale $315.00, for rent $23.00) from Extension Media Center, 2223 Shattuck Ave., Berkeley, CA 94720.

DEBORAH SAMPSON: A WOMAN IN THE REVOLUTION (1975). 16mm, color, sound, 15 minutes. Available (for sale $215.00, for rent $17.00) from BFA Educational Media, 2211 Michigan Ave., P.O. Box 1795, Santa Monica, CA 90406.

THE EMERGING WOMAN (1974). 16mm, black and white, sound, 40 minutes. Available (for sale $350.00, for rent $45.00) from Film Images, A Divison of Radim Films, Inc., 17 W. 60th. St., New York, NY 10023.

AN EQUAL CHANCE THROUGH TITLE IX. 16mm, color, sound, 22 minutes. Available (for sale $275.00, for rent $18.00) from NEA Sound Studio, 1201 16th. St., NW, Washington, DC 20036.

ERA AND THE AMERICAN WAY (1974). 16mm, color, sound, 25 minutes. Available (for sale $200.00, for rent $35.00) from Serious Business, 1609 Jaynes St., Berkeley, CA 94703.

EVAN'S CORNER (1969). 16mm, color, sound, 24 minutes. Available (for sale $295.00, for rent $20.00) from BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90404.

THE FABLE OF HE AND SHE (1974). 16mm, color, sound, 12 minutes. Available (for sale $165.00, for rent $15.00) from Extension Media Center, 2223 Shattuck Ave., Berkeley, CA 94720.

THE FAMILY: LIFESTYLES OF THE FUTURE (1972). 16mm, color, sound, 22 minutes. Available (for sale $300.00, for rent $40.00) from Document Association, Inc., 880 Third Ave., New York, NY 10022.

THE FLASHETTES. 16mm, color, sound, 20 minutes. Available (for sale $330.00, for rent $35.00) from New Day Films, P.O. Box 315, Franklin Lakes, NJ 07417.

FREE TO CHOOSE (1974). 16mm, color, 16 minutes. Available (for sale $210.00, for rent $20.00) from Film Fair Communication, 10900 Ventura Blvd., Studio City, CA 91604.

FREEDOM TRAINING. 16mm, 21 minutes. Available (for sale $225.00, for rent $10.00) from Indiana Career Resource Center, 1201-09 S. Greenlawn, South Bend, IN 46615.

GIRLS AT TWELVE (1974). 16mm, color, sound, 30 minutes. Available (for sale $330.00, for rent $25.00) from Education Development Center, 39 Chapel St., Newton, MA 02160.

GROWING UP FEMALE: AS SIX BECOMES ONE (1971). 16mm, black and white, sound, 60 minutes. Available (for sale $375.00, for rent $60.00) from New Day Films, P.O. Box 315, Franklin Lakes, NJ 07417.

HEY DOC (1971). 16mm, color, sound, 25 minutes. Available (for sale $300.00) from Carousel Films, 1501 Broadway, New York, NY 10036.

HEY! WHAT ABOUT US? SEX-ROLE STEREOTYPING IN PHYSICAL ACTIVITIES IN SCHOOL (1974). 16mm, color, sound, 15 minutes. Available (for sale $200.00, for rent $17.00) from Extension Media Center, 2223 Shattuck Ave., Berkeley, CA 94720.

I IS FOR IMPORTANT. 16mm, color, sound, 32 minutes. Available (for sale $160.00, for rent $15.00) from Extension Media Center, 2223 Shattuck Ave., Berkeley, CA 94720.

I ONLY WANT YOU TO BE HAPPY (1975). 16mm, color, sound, 16 minutes. Available (for sale $195.00, for rent $15.00) from CRM Educational Films, 110 15th. St., Del Mar, CA 92014.

JANE KENNEDY — TO BE FREE (1972). 16mm, color, sound, 27 minutes. Available (for rent $20.00) from Extension Media Center, 2223 Shattuck Ave., Berkeley, CA 94720.

JOB DISCRIMINATION: DOING SOMETHING ABOUT IT (1977). 16mm, color, sound, 59 minutes. Available (for sale $500.00, for rent $21.75) from Indiana University Audio-Visual Center, Bloomington, IN 47401.

JOBS IN THE CITY -- WOMEN AT WORK. 16mm, color, sound, 11 minutes. Available (for sale $175.00) from Centron Films, 1621 W. 9th. St., Box 687, Lawrence, KS 66044.

JOYCE AT 34. 16mm, color, sound, 28 minutes. Available (for sale $350.00, for rent $35.00) from New Day Films, P.O. Box 315, Franklin Lakes, NJ 07417.

KATHY (1974). 16mm, color, sound, 16 minutes. Available (for sale $225.00, for rent $18.00) from BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90404.

LAVENDER (1972). 16mm, color, sound, 13 minutes. Available (for sale $170.00, for rent $17.00) from Perennial Education, Inc., 1825 E. Willow Rd., P.O. Box 236, Northfield, IL 60093.

MARIA OF THE PUEBLOS. 16mm, color, sound, 15 minutes. Available (for sale $235.00) from Centron Films, 1621 W. 9th. St., Box 687, Lawrence, KS 66044.

MARIE CURIE -- A LOVE STORY. 16mm, color, sound, 32 minutes. Available (for sale $535.00) from Centron Films, 1621 W. 9th. St., Box 687, Lawrence, KS 66044.

MATINA HORNER: A PORTRAIT OF A PERSON (1974). 16mm, color, sound, 17 minutes. Available (for sale $265.00, for rent $26.50) from Phoenix Films, 470 Park Avenue, South, New York, NY 10016.

THE MATURING WOMAN. 16mm, color, sound, 30 minutes. Available (for sale $315.00, for rent $30.00) from American Personnel and Guidance Association, 1607 New Hampshire Ave., NW, Washington, DC 20009.

MEN'S LIVES (1974). 16mm, color, sound, 45 minutes. Available (for sale $450.00, for rent $59.00) from New Day Films, 267 W. 25th. St., Franklin Lakes, NJ 17417.

NEW ENTREPRENEUR. 16mm, color, sound, 11 minutes. Available (for sale $175.00) from ACI Films, 34 W. 45th. St., New York, NY 10036.

ON YOUR OWN (1974). 16mm, color, sound, 22 minutes. Available (for rent $22.00) from Film Fair Communication, 10900 Ventura Blvd., Studio City, CA 91604.

OTHER WOMEN, OTHER WORK. 16mm, color, sound, 20 minutes. Available (for sale $250.00, for rent $19.00) from Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90069.

PREJUDICE: CAUSES, CONSEQUENCES, CURES (1974). 16mm, color, sound, 24 minutes. Available (for sale $394.00, for rent $35.00) from CRM Educational Films, Del Mar, CA 92014.

PUT YOURSELF IN MY PLACE (1972). 16mm, color, sound, 17 minutes. Available (for sale $250.00, for rent $20.00) from New Line Cinema, 121 University Place, New York, NY 10003.

QUEEN VICTORIA AND BRITISH HERSTORY. 16mm, color, sound, 27 minutes. Available (for sale $430.00) from Centron Films, 1621 West 9th. St., Box 687, Lawrence, KS 66044.

ROLL OVER (1974). 16mm, color, sound, 10 minutes. Available (for sale $150.00, for rent $20.00) from Herstory Films, Inc., 137 E. 13th. St. New York, NY 10003.

ROOKIE OF THE YEAR (1973). 16mm, color, sound, 47 minutes. Available (for sale $550.00, for rent $55.00) from Time/Life Films, Eisenhower Dr., Paramus, NJ 07652

SEX-ROLE DEVELOPMENT (1974). 16mm, color, sound, 23 minutes. Available (for sale $295.00, for rent $35.00) from CRM Educational Films, Del Mar, CA 92014.

THE SOONER THE BETTER. 16mm, color, sound, 27 minutes. Available (for sale $375.00, for rent $40.00 plus $4.00 handling) from the Third Eye Films, 12 Arrow St., Cambridge, MA 02138.

SUGAR AND SPICE (1974). 16mm, color, sound, 32 minutes. Available (for sale $275.00, for rent $20.00) from Odeon Films, Inc., P.O. Box 315, Franklin Lakes, NJ 074[illegible].

SYLVIA, FRAN AND JOY (1973). 16mm, black and white, sound, 25 minutes. Available (for sale $185.00, for rent $15.00) from Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90060.

TAKE THIS WOMAN (1971). 16mm, color, sound, 25 minutes. Available (for sale $275.00, for rent $13.00) from NBC Educational Enterprises, Inc., 30 Rockefeller Plaza, Rm. 1022, New York, NY 10020.

THEY APPRECIATE YOU MORE. 16mm, color, sound, 14 minutes. Available (for sale $120.00, for rent $20.00) from National Film Board of Canada, 1251 Avenue of the Americas, New York, NY 10020.

TO BE SOMEBODY (1971). 16mm, color, sound, 29 minutes. Available (for rent $22.00) from Extension Media Center, 2223 Shattuck Ave., Berkeley, CA 94720.

TO BE YOUNG, GIFTED AND BLACK (1972). 16mm, color, sound, 90 minutes. Available (for sale $665.00, for rent $27.00) from Indiana University Audiovisual Center, Bloomington, IN 47401.

TRACK AND FIELD SERIES FOR GIRLS (1975). 16mm, color, sound, 3 films, 15 minutes each. Available (for sale $200.00, for rent $10.00) from Macmillan/Audio Brandon, 34 MacQuesten Parkwa [illegible]., Mount Vernon, NY 10550.

THE TRIAL OF SUSAN B ANTHONY. 16mm, color, sound, 22 minutes. Available (for sale $330.00, for rent $20.00) from BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90404.

UNION MAIDS (1976). 16mm, black and white, sound, 45 minutes. Available (for sale $375.00, for rent $50.00) from New Day Films, 267 W. 25th. St., Franklin Lakes, NJ 07417

VOLLEYBALL: DIG IT. 16mm, color, sound, 13 minutes. Available (for sale $185.00) from BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90404.

A WHOLE NEW BALLGAME. 16mm, color, sound, 9 minutes. Available (for sale $125.00, for rent $10.00) from BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90404.

WHY MOTHERS WORK (1976). 16mm, color, sound, 18 minutes. Available from Encyclopedia Britannica Educational Corp. Films, 425 N. Michigan Ave., Chicago, IL 60611.

WHY NOT A WOMAN? (1976). 16mm, color, sound, 26 minutes. Available (for rent only $3.00) from AFL-CIO Film Library, 815 16th. St., NW, Washington, DC 20006.

WINNING (1976). 16mm, color, sound, 16 minutes. Available (for sale $210.00, for rent $25.00) from Time/Life Films, Eisenhower Dr. Paramus, NJ 07652.

WOMAN: A MULTI-IMAGE HISTORY. Film and slides, color, sound, 42 minutes. Produced by Arlene Metha. Available from Arlene Metha, Arizona State University, Department of Secondary Education, Tempe, AZ 85281.

WOMAN TO WOMAN (1975). 16mm, color, sound, 55 minutes. Available for sale $525.00, for rent $60.00) from Serious Business, 1609 Jaynes St., Berkeley, CA 94703.

THE WOMAN'S GAME. 16mm, color, sound, 28 minutes. Available (for rent free) from Modern Talking Picture Service, 2323 New Hyde Park Rd., New Hyde Park, NY.

WOMAN'S PLACE. 16mm, color, sound, 8 minutes. Available (for sale $100.00 for rent $25.00) from Audio-Visual Dept., Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, NY 10016.

A WOMAN'S PLACE. 16mm, color, sound, 25 minutes. Available (for sale $460.00, for rent $100.00 plus postage) from Cally Curtis, 1111 North Las Palmas, Hollywood, CA 90038.

A WOMAN'S PLACE (1973). 16mm, color, sound, 52 minutes. Available (for sale $550.00) from Xerox Films, 245 Long Hill Rd., Middletown, CT 06457.

A WOMAN'S PLACE IS IN THE HOUSE: A PORTRAIT OF ELAINE NOBLE (1974). 16mm, color, sound, 30 minutes. Available (for sale $325.00, for rent $35.00) from WGBH Educational Foundation, 135 Western Ave., Boston, MA 02134.

WOMEN AND CAREERS: IDEAS FOR EQUALITY (1977). 16mm, color, sound, 9 minutes. Available (for sale $170.00, for rent $35.00) from Motivational Media, 8271 Melrose Avenue, Los Angeles, CA 90046.

WOMEN EMERGING. 16mm, black and white, sound, 30 minutes. Available (for sale $215.00, for rent $18.00) from Extension Media Center, 2223 Shattuck Ave., Berkeley, CA 94720.

WOMEN IN COMMUNICATION (1975). 16mm, color, sound, 15 minutes. Available (for sale $205.00, for rent $16.00) from BFA Educational Media, 2211 Michigan Avenue, Santa Monica, CA 90404.

WOMEN IN MANAGEMENT: THREAT OR OPPORTUNITY (1975). 16mm, color, sound, 30 minutes. Available (for sale $450.00, for rent $45.00) from CRM Educational Films, Del Mar, CA 92014.

WOMEN IN SPORTS - AN INFORMAL HISTORY. 16mm, color, sound, 28 minutes. Available (for sale $395.00, for rent $40.00) from Altana Films, 340 E. 34th. St., New York, NY 10016.

WOMEN IN THE WORLD OF WORK. 16mm, color, sound, 15 minutes. Available (for sale $175.00, for rent $17.50) from Vocational Films, 111 Euclid Ave., Park Ridge, Il 60068.

WOMEN WANT...(1978). 16mm, color, sound, 25 minutes. Available from the National Film Board of Canada, 1251 Avenue of the Americas, New York, NY. 10020.

WOMEN'S PREJUDICE FILM. 16mm, color, sound, 18 minutes. Available (for sale $255.00, for rent $30.00) from Sandler Institutional Films, Inc., 1001 N. Poinsetta Place, Hollywood, CA 90046.

WOMEN'S RIGHTS IN THE U.S.: AN INFORMAL HISTORY. 16mm, color, sound, 27 minutes. Available (for sale $375.00, for rent $40.00) from Altana Films, 340 E. 34th. St., New York, NY 10016.

WORKING MOTHERS (1974). 16mm, color, sound, 30 minutes. Available (for sale $350.00, for rent $30.00) from Abigail Child, 114 E. 13th. St., New York, NY 10003.

YOUNG, SINGLE AND PREGNANT (1973). 16mm, color, sound, 18 minutes. Available (for sale $265.00, for rent $26.50) from Perennial Education, 1825 E. Willow Rd., Northfield, Il 60093.

YOUNG WOMEN IN SPORTS. 16mm, color, 15 minutes. Available (for sale $215.00, for rent $17.00) from BFA Educational Media, 2211 Michigan Avenue, P.O. Box 1795, Santa Monica, CA 90406.

2. FILMSTRIPS

AMERICA IN CRISIS: THE WOMEN'S MOVEMENT. Two filmstrips with records. Available from Audio-Visual Narrative Arts, Inc., Box 9, Pleasantville, NY 10570.

AMERICAN WOMEN -- NEW OPPORTUNITIES. Two programs, each with two filmstrips, cassettes, and a guide. Available ($40.00 each) from Social Studies School Service, 10000 Culver Blvd., Dept. 5, P.O. Box 802, Culver City, CA 90230.

BUT WHAT CAN A GIRL DO? Four filmstrips with cassette or record. Available ($79.50) from Westinghouse Learning Corp., 100 Park Ave., New York, NY 10017.

CAREERS IN BEAUTY AND FITNESS. Two filmstrips with cassettes. Available ($50.00) from Pathescope Educational Media and Co., 71 Weyman Ave., New Rochelle, NY 10802.

A CHANCE TO CHOOSE. Filmstrip and cassette. Available from American Personnel and Guidance Association, c/o The National Career Information Center, 1607 New Hampshire Ave., NW, Washington, DC 20009.

THE CHANGING ROLE OF WOMEN (1974). Two filmstrips, records or cassettes, color. Available from Scott Education Division, 104 Lower West Field Rd., Holyoke, MA 01040.

CINDERELLA IS DEAD! Filmstrip with cassettes. Available ($17.00) from the National Education Association, 1202 16th, St., NW, Washington, DC 20036.

THE CULT OF TRUE WOMANHOOD. Filmstrip with record or cassette, 11 minutes. Available ($16.95) from Multi-Media Productions, Box 5097, Stanford, CA 94305.

ELIZABETH I. Two filmstrips, 46 frames, 13 minutes. Available ($16.95) from Multi-Media Productions, Inc., Box 5097, Stanford, CA 94305.

EVE 'N US: WOMEN AND THE JUDEO-CHRISTIAN TRADITION. Filmstrip or slides, 45 minutes. Available (for rent $7.50) from Betty Pagett, 46 Rockledge Ave., White Plains, NY 10601.

EVE OF CHANGE. Six filmstrips with cassette or record. Available ($99.50) from Westinghouse Learning Corp., 100 Park Ave., New York, NY 10017.

FAMOUS AMERICAN WOMEN. Nine filmstrips, cassettes, color. Available ($81.00 for filmstrips alone, $115.00 with cassettes) from Eye Gate Media, 146-01 Archer Ave., Topanga, CA 92090.

FAMOUS AMERICAN WOMEN OF AMERICA. Filmstrips in a Series. Two sets each containing 6 color filmstrips, cassettes, guides. Available ($128.00) from the Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, IL 60614.

THE FOREST PRINCESS. Filmstrip with cassette, 20 minutes. Available ($25.00) from Over the Rainbow Press, Box 7072, Berkeley, CA 94707.

FOUR WOMEN ARTISTS. Two filmstrips with cassettes, 18 minutes each. Available ($45.00) from Educational Dimensions Corp., Box 126, Stanford, CT 06904.

THE GENIUS OF AMERICAN WOMEN. Four filmstrips, 18 minutes each. Available ($90.00) from Educational Dimensions Corp., Box 126, Stanford, CT 06904.

GIRL WHO LOVED DANGER. Filmstrip. Available from Imperial Film Company, 4404 S. Florida Ave., Lakeland, FL 33803.

GIRLS AND BOYS— RIGHTS AND ROLES. Two filmstrips, one cassette. Available ($35.00) from Guidance Association, 757 Third Ave., New York, NY 10017.

IDENTITY. Three filmstrips with cassettes, two card games. Available ($215.00) from Educational Division, Dun-Donnelley Publishing Corp., 666 Fifth Ave., New York NY 10019.

JOBS AND GENDER. Media Kit: Two filmstrips, cassettes, discussion guide. Available ($48.00) from Guidance Associates, 41 Washington Ave., Pleansantville, NY 10570.

THE LABELS AND REINFORCEMENTS OF SEX-ROLE STEREOTYPING. Two filmstrips, record. Available ($24.50) from the National Education Association, NEA Order Department, The Academic Building, Saw Mill Rd., West Haven, CT 06516

MALE AND FEMALE ROLES. Six filmstrips with cassettes or records, 11 minutes each, color. Available ($102.00) from Coronet Instructional Media, 65 E. South Water St., Chicago, IL 60601.

MALE/FEMALE: CHANGING LIFESTYLES. Four filmstrips with cassettes or records. Available ($68.00) from Educational Audio-Visual Inc., Pleasantville, NY.

MASCULINITY. Four filmstrips, sound. Available ($78.00) from Warren Schoat Productions, 150 White Plains Road, Tarrytown, NY 10591.

MASCULINITY AND FEMINITY (1969). Two filmstrips with cassette. Part I — Stereotypes, Part II — Changing Trends. Available ($52.50) from Guidance Associates, 757 Third Avenue, New York, NY 10017.

MEN AND WOMEN. Six filmstrips with records or cassettes. Available ($125.00 for series, or $25.50 each) from Doubleday Media, Box 11607, 1371 Reynolds Ave., Santa Ana, CA 92705.

MISS, MS., MRS. -- MYSTERY: THE PRESENT AND FUTURE STATUS OF WOMEN. Filmstrip, 140-160 frames, color. Available ($30.00) from Learning and Information Inc., 315 Central Park West, New York, NY 10025.

MOTHERS WORK TOO. Six filmstrips. Available ($42.00) from Imperial Film Company — Marstons, P.O. Box 20827, Phoenix, AZ 85030.

MY MOTHER HAS A JOB. Six filmstrips. Available ($65.00) from Eye Gate Media, 146-01 Archer Ave., Jamaica, NY 11435.

NEA EDUPAK ON SEX-ROLE STEREOTYPING. Filmstrips, cassettes, books. Available ($67.00) from NEA Order Department, The Academic Building, Saw Mill Rd., West Haven, CT C6516.

NEW HORIZONS FOR WOMEN. Filmstrips with cassettes, color. Available ($28.00) from Pathescope Educational Media Inc., 71 Weyman Ave., New Rochelle, NY 10802.

NEWS MEDIA AND THE WORKING WOMAN -- GETTING RID OF STEREOTYPES IN REPORTING. Filmstrips with cassette, color, 30 minutes. Available ($17.50) from Mind Openers, Box 2948, Rockridge Station, CA 94618.

NONTRADITIONAL CAREERS FOR WOMEN (1974). Two filmstrips and cassettes. Available ($50.00) from Pathescope, 71 Weyman Ave., New Rochelle, NY 10802.

PATRICIA HARRIS. Filmstrip with record or cassette. Available ($22.00) from Contemporary/McGraw-Hill, 330 W. 42nd. St., New York, NY 10036.

RE-EXAMINING SEX ROLES: EVOLUTION OR REVOLUTION? Six 35mm color filmstrips, audio tape cassettes or records, teachers guide. Available ($135.00) from Harper and Row Media, Harper and Row Publishers, Inc., 10 E. 53rd. St., New York, NY 10022.

SEXISM IN CAREER EDUCATION MATERIALS. Filmstrip and cassette. Available (for sale $300.00, for rent $35.00 plus $5.00 postage and handling) from Women on Words and Images, P.O. Box 2163, Princeton, NJ 08540.

SHIRLEY CHISHOLM. Filmstrip with record or cassette. Available ($22.00) from Contemporary/McGraw-Hill, 330 W. 42nd. St., New York, NY 10036.

THE SILENCED MAJORITY: A WOMEN'S LIBERATION MULTI-MEDIA KIT. Five filmstrips with reel-to-reel or cassette tape, 15 minutes each. Available ($85.00) from Media Plus, Inc., 60 Riverside Dr., New York, NY 10024.

SO MANY JOBS TO THINK ABOUT — SET I. Filmstrip and cassette. Available ($62.00) from Doug Campbell, Teachers Resource Center, 8327 E. Virginia, Scottsdale, AZ 85257.

TO BE A WOMAN AND A WRITER. Two filmstirps with records or cassettes, color. Available ($52.50) from Guidance Associates, 757 Third Ave., New York, NY 10017.

A WOMAN'S PLACE. Four filmstrips with sound. Available ($78.00) from Warren Scholat Productions, 150 White Plains Rd., Tarrytown, NY 10591.

WOMEN: AN AMERICAN HISTORY. Six filmstrips, sound. Available ($83.95) from Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, IL 60611.

WOMEN IN AMERICAN HISTORY. Six filmstrips, cassettes, manual, color. Available ($64.95) from Educational Activities, Inc., Box 392, Freeport, NY 11520.

WOMEN OF THE AMERICAN REVOLUTION: SIX BIOGRAPHIES FOR YOUNG PUPILS. Six filmstrips with cassettes. Available ($74.70) from Eye Gate Media, 14601 Archer Ave., Topanga, CA 92090.

WOMEN PIONEERS. Four filmstrips and cassettes. Available ($58.00) from Educational Activities, P.O. Box 392, Freeport, NY 11520.

WOMEN: THE FORGOTTEN MAJORITY. Two filmstrips, sound. Available from Denoyer-Geppert Audio-Visuals, 5235 Ravenswood Ave., Chicago, IL 60640.

WOMEN TODAY. Two filmstrips with records or cassettes. Available ($48.50) from Guidance Associates, 727 Third Ave., New York, NY 10017

WOMEN AT WORK: CHOICE AND CHALLENGE (1976). Two-part filmstrip and cassette. Available ($52.50) from Guidance Associates, 757 Third Avenue, New York, NY 10017.

YES BABY, SHE'S MY SIR! Filmstrip, cassette, color, 25 minutes. Available ($35.00) from Feminist Productions, 23 Whalers Cove, Babylon, NY 11702.

3. AUDIO TAPES, AUDIO CASSETTES, AND RECORDS

AMELIA EARHART (1976). Audio cassette. Available ($4.90) from Educational Reading Services, Audiovisual Division, Mahwah, NJ.

ANAIS NIN. Audio cassette, #36044, 51 minutes. Available ($16.95) from The Center for Cassette Studies, Inc., 8110 Webb Ave., N. Hollywood, CA 91605.

ANGELINA AND SARAH GRIMKE. Audio cassette, 30 minutes. Available ($11.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

BATTLES, FEASTS AND SOLITUDES. Audio cassette, 88 minutes. Available ($16.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

BETSY ROSS. Audio cassette. Available ($4.90) from Educational Reading Services, Audiovisual Division, Mahwah, NJ.

THE BLACK WOMAN IN AMERICA (1968). Audio cassette, 51 minutes. Available ($12.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

BUT THE WOMEN ROSE. Record. Available from Folkways Records, 701 7th. Ave., New York, NY 10036.

CHILDHOOD OF FAMOUS WOMEN. Six audio cassettes. Available ($52.50) from the Society for Visual Education, Chicago, IL.

CHILDHOOD OF FAMOUS WOMEN: VOL III. Two audio cassettes. Available ($17.50) from the Society for Visual Education, Chicago, IL.

CLARA BARTON. Audio cassette. Available ($4.90) from the Educational Reading Services, Audiovisual Division, Mahwah, NJ.

COUNSELING GIRLS AND WOMEN: RESEARCH IN PROGRESS. Audio cassette, 90 minutes. Order #72903. Available ($8.00) from American Personnel and Guidance Association, 1607 New Hampshire Avenue, NW, Washington, DC 20009.

DOROTHEA DIX (1962). Audio cassette, 32 minutes. Available ($11.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

ELIZABETH BLACKWELL. Audio cassette. Available ($4.90) from the Educational Reading Services, Audiovisual Division, Mahwah, NJ.

ELIZABETH CADY STANTON AND SUSAN B. ANTHONY (1962). Audio cassette, 28 minutes. Available ($11.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Boulevard, Los Angeles, CA 90019

ERA--THE EQUAL RIGHTS AMENDMENT AND YOU. Audio cassette. Available ($6.00) from National Education Association, 1202 16th St., NW, Washington, DC 20036.

THE FEMALE ANGST (1972). Audio cassette, 103 minutes. Available ($19.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

FLORENCE NIGHTINGALE. Audio cassette. Available ($4.90) from Educational Reading Services, Audiovisual Division, Mahwah, NJ.

FREE TO BE...YOU AND ME. Record album by Marlo Thomas and Friends. Available ($5.95 plus $ .55 postage) from MS. (Department R), 370 Lexington Ave., New York, NY 10017.

GREAT WOMEN OF AMERICA: SERIES 425. Twenty-four audio cassettes, four-set series. Available ($140.00) from Classroom World Productions, New York, NY.

HELEN KELLER. Audio cassette. Available ($4.90) from Educational Reading Services, Audiovisual Division, Mahwah, NJ.

HONOR THY WOMANSELF. Record. Available from Rounder Records, 186 Willow Ave., Somerville, MA 02144.

HOUSEWORK (1972). Audio cassette, 45 minutes. Available ($12.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

HURRAY FOR CAPTAIN JANE: AND OTHER LIBERATED STORIES FOR CHILDREN. Record. Available from Caedmon Records, Inc., 505 Eighth Ave., New York, NY 10018.

I AM A WOMAN. Two LP records with script. Available ($15.50 plus $1.00 for shipping and handling) from Natalie Slohm Associates, Inc., 49 W. Main St., Cambridge, NY 12816.

THE IMAGE OF WOMEN IN ART (1972). Audio cassette, 78 minutes. Available ($15.00) from Pacifica Tape Library, Department W 741, 5316 Venice Blvd., Los Angeles, CA 90019.

IT CHANGED MY LIFE. (1976). Audio cassette, 28 minutes. Available ($11.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

JAZZ WOMAN. Record. Available from Rounder Records, 186 Willow Ave., Somerville, MA 02144.

JULIETTE LOW. Audio cassette. Available ($4.90) from Educational Reading Services, Audiovisual Division, Mahwah, NJ.

THE KITCHEN SINK PAPERS (1975). Audio cassette, 57 minutes. Available ($12.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

LEGAL ISSUES AND LEGISLATION AFFECTING WOMEN (1975). Audio cassette, 75 minutes. Available ($12.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

MADAME CURIE. Audio cassette. Available ($4.90) from Educational Reading Services, Audiovisual Division, Mahwah, NJ.

MYTHS OF FEMININITY AND MOTHERHOOD (1965). Audio cassette, 68 minutes. Available ($14.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

THE OLDER WOMAN (1976). Audio cassette, 112 minutes. Available ($19.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angles CA 90019.

ON WOMEN. Twelve presentations on six cassettes. Available ($69.50) from Affective House, P.O. Box 35321, Tulsa OK 74135.

PROJECT WOMEN IN A MAN'S WORLD OF WORK. Audio cassette, 90 minutes. Order #72904. Available ($8.00) from American Personnel and Guidance Association, 1607 New Hampshire Ave., NW, Washington, DC 20009.

THE ROLE OF WOMEN IN THE ARTS. Audio cassette, 63 minutes. Available ($14.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

SADIE AND MAUDE (1971). Audio cassette, 36 minutes. Available ($12.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

SEXISM, RACISM, AND CLASSISM IN THE SCHOOLS. Audio cassette. Available ($6.00) from National Education Association, 1202 16th. St., NW, Washington, DC 20036.

SEXUAL BIAS IN TESTING AND JOB PLACEMENT. Audio cassette, 90 minutes. Order #72933. Available ($8.00) from American Personnel and Guidance Association, 1607 New Hampshire Ave., NW, Washington, DC 20009.

SOCIAL ROLE AND THE SEARCH FOR IDENTITY (1965). Audio cassette, 48 minutes Available ($12.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

SONGS OF THE SUFFRAGETTES. Record. Available from Folkway Records, 701 7th. Ave., New York, NY 10036.

THE STATE OF THE SEXES: DR. MARGARET MEAD REVIEWS THE EVOLUTION OF SOCIAL ROLES. Cassette tape, #35040, 55 minutes. Available ($16.95) from the the Center for Cassette Studies, Inc., 8110 Webb Ave., N. Hollywood, CA 91605.

SUSAN BROWNMILLER ON WRITING AND PROMOTING (1976). Audio cassette, 63 minutes. Available ($14.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

TRAINING WOMAN TO KNOW HER PLACE. (1971). Audio cassette, 60 minutes. Available ($12.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

TRUE STORY. Audio cassette, 63 minutes. Available ($14.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd. Los Angeles, CA 90019.

VIRGO RISING ANTHOLOGY--THE ONCE AND THE FUTURE WOMAN. Record. Available from Rounder Records, 186 Willow Ave., Somerville, MA 02144.

WE DON'T KNOW HOW TO GROW PEOPLE. Audio cassette. Available ($6.00) from the National Education Association, 1202 16th. St., NW, Washington, DC 20036.

WOMEN, CULTURE AND SOCIETY (1975). Audio cassette, 56 minutes. Available ($12.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

WOMEN IN THE ARTS (1971). Audio cassette, 29 minutes. Available ($10.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

WOMEN IN THE ECONOMY (1974). Audio cassette, 30 minutes. Available ($11.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019.

WOMEN IN POLITICS. Audio cassette, Order #30133, 25 minutes. Available ($12.95) from the Center for Cassette Studies, Inc., 8110 Webb Avenue, N. Hollywood, CA 91605.

WOMEN IN UNITED STATES HISTORY (1973). 10 cassette tapes with guide. Available ($84.95) from Imperial Educational Resources, P.O. Box 5500, 202 Lake Miriam Drive, Lakeland, FL 33803.

WOMEN IN UNIVERSITIES. Audio cassette, 15 minutes. Available ($10.00) from Pacifica Program Service, 2217 Shattuck Avenue, Berkeley, CA 94704.

WOMEN: PERSPECTIVES ON A MOVEMENT. 3 audio cassettes, background reading packet, leader's utilization guide. Available ($14.95) from Thesis, P.O. Box 11724, Pitsburgh, PA 15228.

WOMEN VS. THE SYSTEM OR THE GAMES MEN PLAY. Records, 27 simulated incidents. Available ($12.00 each) from Audio-Visual Department, Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., New York, NY 10016.

WOMEN WHO WIN. 16 audio cassettes, books, reproduction masters, teacher's guide. Available ($208.00) from ECM Corp., St. Paul, MN.

THE WORK OF THE WOMAN. LP record. Available ($6.95) from Educational Activities, Freeport, NY.

4. VIDEOTAPES

CONGRESSWOMAN BELLA ABZUG. 3/4" videocassette, color, 29 minutes. Available (for sale ($130.00, or for rent $55.00) from Public Television Library, 474 L'Enfant Plaza, S.W., Washington, D.C. 20024.

CONSCIOUSNESS-RAISING GROUPS (1974). 3/4" videocassette, color, 29 minutes. Available (for sale $130.00, or for rent $55.00) from Public Television Library, 475 L'Enfant Plaza, S.W., Washington, D.C. 20024.

A CONVERSATION WITH BETTY FRIEDAN (1974). 3/4" videocassette, color, 29 minutes. Available (for sale $130.00 or for rent $55.00) from Public Television Library, 475 L'Enfant Plaza, S.W., Washington, D.C. 20024.

COUPLES WHO ARE SHARING RESPONSIBILITIES (1975). 3/4" videocassette, color, 29 minutes. Available (for sale $250.00, or for rent $35.00) from MSC (Martha Stuart Communications), 66 Bank St., New York, NY 10014.

THE EQUAL RIGHTS AMENDMENT, PARTS I AND II (1974). 3/4" videocassette, color, 29 minutes each. Available (for sale $130.00 each, or for rent $55.00 each) from Public Television Library, 475 L'Enfant Plaza, S.W., Washington, D.C. 20024.

FEMINIST THERAPY (1974). 3/4" videocassette, color, 29 minutes. Available (for sale $130.00 or for rent $55.00) from Public Television Library, 475 L'Enfant Plaza, S.W., Washington, D.C. 20024.

FLORENCE LUSCOMB, SUFFRAGIST (1974). 3/4" videocassette, color, 29 minutes. Available (for sale $130.00, or for rent $55.00) from Public Television Library, 475 L'Enfant Plaza, S.W., Washington, D.C. 20024.

ISIS (1974). 1/2" videotape, black and white, 30 minutes. Available (for sale $70.00, or for rent $25.00) from Women's Interart Center, Inc., 549 West 52nd. St., New York, NY 10010.

JOB DISCRIMINATION: DOING SOMETHING ABOUT IT (1977). Videocassette, color, sound, 59 minutes. Available ($405.00) from Indiana University Audio-Visual Center, Bloomington, IN 47401.

LITTLE PEOPLE (1975). 1/2" videotape, black and white, 30 minutes. Available from Isis: Women's Media Centre, 2185 West 4th. Ave., Vancouver, B.C. Canada.

MEDIA IMAGES OF WOMEN (1975). 1/2" videotape, black and white, 30 minutes. Available from Isis: Women's Media Centre, 2185 West 4th. Ave., Vancouver, B.C., Canada.

MEN & WOMEN, MEN & MEN. 1/2" videotape, black and white, 39 minutes. Available by application from Brooks Dyer, P.O. Box 515, Bolinas, CA 94924.

MEN IN THE WOMEN'S MOVEMENT (1975). 1/2" videotape, black and white, 30 minutes. Available from Isis: Women's Media Centre, 2185 West 4th. Ave., Vancouver, B.C., Canada.

MEN'S LIBERATION (1974). 3/4" videocassette, color, 29 minutes. Available (for sale $130.00, or for rent $55.00) from Public Television Library, 475 L'Enfant Plaza, S.W., Washington, D.C. 20024.

MEN WHO ARE WORKING WITH WOMEN IN MANAGEMENT (1975). 3/4" videocassette, color, 28 minutes. Available (for sale $500.00, or for rent $100.00) from MSC (Martha Stuart Communications), 66 Bank St., New York, NY 10014. (Also available in 16mm at same prices.)

THE PRIEST AND THE PILOT. 1/2" videotape, black and white, 20 minutes. Available (for sale $70.00, or for rent $25.00) from Susan Milane, Women's Interart Center, 549 West 52nd St., New York, NY 10010.

SEX BIAS IN EDUCATION, PARTS I AND II (1974). 3/4" videocassette, color, 29 minutes each. Available (for sale $130.00 each, or for rent $55.00 each) from Public Television Library, 475 L'Enfant Plaza, S.W., Washington, D.C. 20024.

THE SINGLE-PARENT EXPERIENCE (1974). 3/4" videocassette, color, 29 minutes. Available (for sale $130.00, or for rent $55.00) from Public Television Library, 475 L'Enfant Plaza, S.W., Washington, D.C. 20024.

STRATEGIES TO COUNTERACT SEX-ROLE STEREOTYPING IN THE ELEMENTARY SCHOOL, by Resource Options. 3/4" videotape. Available from the Tucson Women's Commission, 1515 East Broadway, Tucson, AZ 85719.

SUGAR 'N SPIKES. IE-3/4" videocassette, color, sound, 30 minutes. Available (for sale $120.00, for rent $20.00) from Insight Exchange, Box 42584, San Francisco, CA 94101.

WE WILL NOT BE BEATEN. Videotape or videocassettes, black and white, 60 minutes. Available from Mary Tiseo, c/o Urban Planning Aid, 2 Park Square, Boston, MA 02116.

WOMANKIND. Nine 3/4" videocassettes, color, sound, 60 minutes each. Three-module production, three cassettes per module. Available from Dr. Arlene T. Metha, Arizona State University, Tempe, AZ 85281.

WOMEN (1972). 3/4" videocassette, color, sound, 29 minutes. Available (for sale $250.00, for rent $35.00) from Martha Stuart Communications (MSC), 66 Bank St., New York, NY 10014.

WOMEN AND THE ARTS. (1973). 1/2" videotape, black and white, 30 minutes. Available from Isis: Women's Media Centre, 2185 West 4th. Ave., Vancouver, B.C., Canada.

WOMEN IN POLICING (1974). 3/4" videocassette, color, sound, 29 minutes. Available (for sale $130.00, for rent $55.00) from Public Television Libraries, 475 L'Enfant Plaza, S.W., Washington, D.C. 20024.

WOMEN SCULPTORS (1975). 1/2" videotape, black and white, 30 minutes. Available from Isis: Women's Media Centre, 2185 West 4th. Ave., Vancouver, B.C., Canada.

WOMEN WORKERS (1974). 3/4" videocassette, color, 29 minutes. Available (for sale $130.00, or for rent $55.00) from Public Television Library, 475 L'Enfant Plaza, S.W., Washington, D.C. 20024.

WRITE ON, WOMEN PLAYWRIGHTS (1974). 3/4" videocassette, color, 29 minutes. Available (for sale $130.00, or for rent $55.00) from Public Television Library, 475 L'Enfant Plaza, S.W., Washington, D.C. 20024.

5. SLIDE TAPES

BIOLOGICAL BEGINNINGS AND ANTHROPOLOGICAL PERSPECTIVES. 110 color slides, audio cassettes, instructor's manual. Available ($110.00) from Harper and Row Media, Harper and Row Publishers, Inc., 10 E. 53rd. St., New York, NY 10022.

DICK AND JANE AS VICTIMS. Slides, sound, 25 minutes. Available (for sale $300.00, for rent $35.00) from Women on Words and Images, P.O. 2163, Princeton, NJ 08540.

THE GIRLS' CORNER: TEXTBOOKS AND OPTIONS. Six slide shows, 30 minutes each. Available from Lenore Weitzman, University of California, Sociology Dept., Davis, CA 95616.

HELP WANTED, WOMEN NEED NOT APPLY. Slides, script, 20 minutes. Available (for sale $18.40, for rent, free) from U.S. Civil Service Commission, 1100 Commerce Street, Dallas TX 75202.

A HISTORICAL OVERVIEW. 110 color slides, audio cassettes, instructor's manual. Available ($110.00) from Harper and Row Media, Harper and Row Publishers, Inc., 10 E. 53rd. St., New York, NY 10022.

HISTORY OF WORKING WOMEN. 125 slides, script, 45 minutes. Available (for sale $60.00, for rent $15.00) from United Front Press, Box 40099, San Francisco, CA 94140.

THE IMAGE OF GIRLS AND MEN IN COUNTRY WESTERN MUSIC (1977). Slides, cassette 11 minutes. Contact Renee Rodgers and Blanche Sherman Hunt, Arizona State University, Department of Secondary Education, Tempe, AZ 85281.

IMAGES OF MALES AND FEMALES IN ELEMENTARY SCHOOL TEXTBOOKS. Slidetape, 3 slide carousels, 1 tape, 48 minutes. Available (for sale $200.00 individual, $250.00 institution; for rent $50.00 plus postage) from Resource Center on Sex Roles in Education, 1201 16th. St., NW, Room 701, Washington, DC 20036.

INCREASING JOB OPTIONS FOR WOMEN. Slides, tape, script. Available ($13.50) from NAC, General Services Administration, Washington, DC 20409.

INCREASING JOB OPTIONS FOR WOMEN (1976). Slides, cassette, color, 10 minutes. Available from the U.S. Department of Labor, Employments Standards Administration, Women's Bureau, 200 Constitutional Avenue, NW, Washington, DC 20210.

IT'S JUST A NEW DAY. Slides, cassette, color, 25 minutes. Available ($75.00) from Washington State University, Engineering Extension Service, 140 Dana Hall, Pullman, WA 99164.

LOOK OUT GIRLIE! WOMEN'S LIBERATION'S GONNA GET YOUR MAMA. Slides, cassette, 45 minutes. Available from Barb Cort, University Christian Movement, 11 Garden Street, Cambridge, MA 02138.

MAN AND WOMAN: MYTHS AND STEREOTYPES. Slide carousel, tape, record. Available ($124.50) from the Center for Humanities, 2 Holland Ave., White Plains, NY 10603.

MYTHS AND ARCHTYPES. 110 slides, audio cassettes, instructor's manual, color. Available ($110.00) from Harper and Row Media, Harper and Row Publishers, Inc., 10 E. 53rd. St., New York, NY 10022.

RE-COVERING OUR PAST, THE STRUGGLE FOR WOMAN'S SUFFRAGE. Slides, sound, 24 minutes. Available (for sale $80.00, for rent $25.00) from Feminist History Research Project, P.O. Box 1156, Topanga, CA 90290.

THE RE-EDUCATION OF WOMEN AND MEN: CREATING NEW RELATIONSHIPS: PARTS I AND II (1976). Two boxes each containing 30 slides, cassette tape, record, guide. Available ($109.50) from the Center for Humanities, Inc., 2 Holland Ave., White Plains, NY 10603.

RELIGIOUS ASPECTS. 110 color slides, cassettes, instructor's manual. Available (for sale $110.00) from Harper and Row Media, Harper and Row Publishers, Inc., 10 E. 53rd. St., New York, NY 10022.

SEX STEREOTYPING IN THE SCHOOLS. Slides, cassette, 18 minutes. Available ($27.00) from University of Wisconsin, Extension Photo Cinema Lab, 45 North Charter St., Madison, WI 53706.

SOCIOCULTURAL FACTS AND TRENDS. 110 slides, cassettes, instructor's manual, color. Available ($110.00) from Harper and Row Media, Harper and Row Publishers, Inc., 10 E. 53rd. St., New York, NY 10022.

TITLE IX. Slide carousel, cassette tape, 15 minutes. Available (for sale $150.00, for rent $35.00) from Margaret McCormick, Human Relations Program, St. Cloud State University, St. Cloud, MN 56301.

WHAT DO YOU WANT TO BE WHEN YOU GROW UP? (1974). Slides, sound, 15 minutes. Available from Isis: Women's Media Center, 2185 W. 4th. Avenue, Vancouver, BC.

WOMEN ARTISTS: 18TH TO 20TH CENTURY. Slides, color and black and white. Available ($174.00 for 120 slides, $87.00 for 60 slides) from Sandak, Inc., Sanford, CT.

WOMEN ARTISTS: A HISTORICAL SURVEY. 120 slides, biographical notes, critical notes. Available ($110.00) from Harper and Row Media, Harper and Row Publishers, Inc., 10 E. 53rd. St., New York, NY 10022.

WOMEN ARTISTS: IMAGES, THEMES AND DREAMS. 80 slides, biographical notes, critical notes. Available ($80.00) from Harper and Row Media, Harper and Row Publishers, Inc., 10 E. 53rd. St., New York, NY 10022.

WOMEN ARTISTS: THE TWENTIETH CENTURY. 80 slides, biographical notes, critical notes. Available ($80.00) from Harper and Row Media, Harper and Row Publishers, Inc., 10 E. 53rd. St., New York, NY 10022.

WOMEN ARTISTS: THIRD WORLD. 80 slides, biographical notes, critical notes. Available ($80.00) from Harper and Row Media, Harper and Row Publishers, Inc., 10 E. 53rd. St., New York, NY 10022.

6. SIMULATIONS (GAMES)

ACTIONALYSIS (1971). Simulation. Available ($20.00) from Randa, Inc., P.O. Box 143, Old Bethpage, Long Island, NY 11804.

ALTERATION (1972). Simulation. Available ($ .50) from Center for Teaching International Relations, University of Denver, Denver, CO 80210.

BAFA BAFA (1972). Simulation. Available ($85.00, or do-it-yourself kit for $3.50) from Simile II, 218 12th. St., P.O. Box 910, Del Mar, CA 92014.

COMMUNITY (1972). Simulation. Available ($8.25) from Family Pastimes, P.O. Box 309, Beissevain, Manitoba ROK OEO, Canada.

COMMUNITY IN CONFLICT (1973). Simulation. Available ($99.00) from Schleat Productions, 150 White Plains Road, Tarrytown, NY 10591.

CONFRONTATION (1972). Simulation. Available ($2.00) from Stem, P.O. Box 393 Provo, UT 84601

COPE (1972). Simulation. Available ($12.00) from Interact, P.O. Box 262 Lakeside, CA 92040.

CYCLE (1973). Simulation. Available ($12.00) from Interact, P.O. Box 262, Lakeside, CA 92040.

DECISION MAKERS (1972). Simulation. Available ($5.50) from American Friends Services Committee, 15 Rutherford Pl., New York, NY 10003.

EQUALITY (1971). Simulation. Available ($12.00) from Interact, P.O. Box 262, Lakeside, CA 92040.

THE 'ERA' COMES TO NEW COLUMBIA (1972). Simulation. Available from Dodd, Don and Jack Rabin, Auburn University at Montgomery, Montgomery, AL 36109.

FEMALE IMAGES (1972). Available ($27.50) from Instructional Simulations, Inc., 2147 University Ave., St. Paul, MN 55114.

HERSTORY (1972). A simulation of male and female roles emphasizing the American woman's circumstances, past and present. Available from Interact, Box 262, Lakeside, CA 92040.

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JACKDAWS SERIES. Three packets containing printed materials, photos, and prints. Available ($3.95) from Viking Press, New York, NY

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CHAPTER VI

CASE STUDIES

Throughout the past few chapters we have been building on our knowledge of the change process and how a variety of strategies can be implemented to solve problems related to sex equity. The following case studies are provided to illustrate how many of these strategies can be applied to one or more Areas of Concern as well as Target Populations. The case studies also serve to illustrate how a simple recommended change strategy can address a wide range of problems and complex issues. The following questions are included to help the reader work through each case in a logical and sequential manner.

1. What specific issues are involved in the case study?
2. What area of concern is addressed in each of the case studies?
3. Which concern(s) should take priority and why?
4. Which group of individuals will be most affected by the issues in the case study?
5. What are the major constraints that are impeding progress toward making change? How can these impediments be eliminated or changed to bring about positive forces that work for you rather than against you?
6. What activities are desired to obtain positive results?
7. What strategies would you suggest for change and/or corrective actions?
8. What evaluation techniques will you use to determine effectiveness of these strategies?

After you have worked through each case study, you might want to refer to the section entitled Case Study Reference and Cross-Reference for comparative purposes. In this way, you can compare your response to the case study with an applicable worksheet in Chapter V.

CASE STUDY A

California's Proposition 13 has resulted in massive cutbacks at the Claridge School District. Fourteen administrators are returned to the classroom (10 female, 4 male); 31 clerical positions are eliminated (30 female, 1 male); the Title IX officer's position is eliminated, and all in-service programs for eliminating sexist behaviors and attitudes, as well as the evaluation and use of instructional materials to avoid sexism have been canceled.

As a result of grievances filed charging discriminatory practices, the board of trustees and the administration respond.

1. Ten female administrators were returned to the classroom because they were the last hired, and the move was based upon seniority.
2. Clerical positions are less important than custodial positions to maintain the school environment; and since most clerical positions are filled by women, they would naturally feel the consequences.
3. A Title IX officer was mandated by Federal law for only 3 years; therefore, the position is no longer needed.
4. The district is in complete compliance with Title IX and has had all the in-service training required to meet this mandate.
5. The grievance filed for discrimination is not applicable, since Claridge's grievance policy is only concerned with teacher rights.

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1. What are the issue(s) involved in this case study? (Specific Issues)

2. Who should be concerned about these issues? (Area of Concern)

3. Who will benefit if these issues are resolved? (Target Population)

4. What might be some of the anticipated results of this study? (Projected Outcomes)

5. What are some of the barriers to be overcome to resolve these issues? (Constraints)

6. What activities are needed to obtain positive results? (Action Steps)

7. What strategies for change might be most effective? (Change Strategies)

8. What evaluative techniques might be used to determine the effectiveness of the change strategy? (Evaluation)

CASE STUDY B

Seagull School District has maintained a cursory compliance with the legal requirement of Title IX. However, sex equity as a priority ranks next to last. The central administration claims they have met the basic requirements and entrust to their school site administrators implementation of the program. At the school site, the tasks of AB 65, ECE, Title I, etc., have managed to take precedence over all other programs. In most cases, the lack of funds as well as interest provides for complete apathy on the part of the school administrators for initiating or following through on the Title IX regulations and programs. Teachers have expressed an interest in revitalizing the curriculum and are looking for assistance.

The Title IX coordinator presents a proposal to the board of trustees for a district-wide in-service training program on sex equity, for all school board members, administrators, teachers, classified staff and others. The Title IX Community Advisory Association supports the proposal; however, the school board reaction indicates they do not have the available finances to develop such a program, and the Three Rs must take priority.

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1. What are the issue(s) involved in this case study? (Specific Issues)

2. Who should be concerned about these issues? (Area of Concern)

3. Who will benefit if these issues are resolved? (Target Population)

4. What might be some of the anticipated results of this study? (Projected Outcomes)

5. What are some of the barriers to be overcome to resolve these issues? (Constraints)

6. What activities are needed to obtain positive results? (Action Steps)

7. What strategies for change might be most effective? (Change Strategies)

8. What evaluative techniques might be used to determine the effectiveness of the change strategy? (Evaluation)

CASE STUDY C

The population of Bluefeld has a large concentration of Spanish and Asian cultures. When Title IX became a reality in the public school systems, a group of Spanish parents converged upon the school district protesting the fact that their daughters and sons were being educated to assume roles not complementary to their culture.

One month later, the Asian community, who also felt a very strong allegiance to their own cultural mores, filed a complaint against the school district and the Federal government charging discrimination on the basis of race and sex. The charge stated that parents have an inalienable right to determine the destiny of their male and female children based upon their own religious beliefs as well as race, culture, and sex.

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1. What are the issue(s) involved in this case study? (Specific Issues)

2. Who should be concerned about these issues? (Area of Concern)

3. Who will benefit if these issues are resolved? (Target Population)

4. What might be some of the anticipated results of this study? (Projected Outcomes)

5. What are some of the barriers to be overcome to resolve these issues? (Constraints)

6. What activities are needed to obtain positive results? (Action Steps)

7. What strategies for change might be most effective? (Change Strategies)

8. What evaluative techniques might be used to determine the effectiveness of the change strategy? (Evaluation)

CASE STUDY D

Elmleaf School District has established a Citizens Advisory Committee to review and evaluate the instructional programs, including in-service training and staff development, evaluation of instructional materials for sex bias and compliance with the Title IX regulations, and to make suggestions to the board of trustees for improvement.

Included among the committee representatives are members of the National Organization for Women, Commission on the Status of Women, League of Women Voters, and Committee for the Advancement of Minority Women.

Two board of trustee members, along with three central office administrators, openly oppose the formation of the committee and declare their objection by focusing in on the above-named groups. According to a local newspaper quote from one board member, "We don't need any of those women's lib groups involved in the education of our children. They are self-serving and are trying to influence children and parents to support the ERA. They know little, if anything, about a proper education for students--they merely want to push little girls and not too bright women into doing things the good Lord never intended for them to do."

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1. What are the issue(s) involved in this case study? (Specific Issues)

2. Who should be concerned about these issues? (Area of Concern)

3. Who will benefit if these issues are resolved? (Target Population)

4. What might be some of the anticipated results of this study? (Projected Outcomes)

5. What are some of the barriers to be overcome to resolve these issues? (Constraints)

6. What activities are needed to obtain positive results? (Action Steps)

7. What strategies for change might be most effective? (Change Strategies)

8. What evaluative techniques might be used to determine the effectiveness of the change strategy? (Evaluation)

CASE STUDY E

Mary White has been hired as the new science teacher at Castle High School. She comes with a reputation for producing gifted graduates and is known among colleges and universities as the most outstanding science teacher in the country.

During the sessions prior to the opening of school, students are clamoring to get into her science classes and many do not make it. A few females complained that they were arbitrarily refused admittance.

Observing the completed class list, the counselor notes that males make up better than 98 percent of the students enrolled, although it appears that as many females as males attempted to be admitted. The head counselor consults with Ms. White, explaining that the district may be accused of discriminatory practices if there is not a sound rationale for the heavy male enrollment. Ms. White responds that male students have a keener intellect and aptitude for science; that their skills are more needed in this technological world; and that colleges and universities look for male scientists. Therefore, she will accept only males and one or two highly superior females, or she will resign.

The administration determines that Ms. White will stay and next year they will attempt to provide a more equitable situation.

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1. What are the issue(s) involved in this case study? (Specific Issues)

2. Who should be concerned about these issues? (Area of Concern)

3. Who will benefit if these issues are resolved? (Target Population)

4. What might be some of the anticipated results of this study? (Projected Outcomes)

5. What are some of the barriers to be overcome to resolve these issues? (Constraints)

6. What activities are needed to obtain positive results? (Action Steps)

7. What strategies for change might be most effective? (Change Strategies)

8. What evaluative techniques might be used to determine the effectiveness of the change strategy? (Evaluation)

CASE STUDY F

Billie Jones, a student at the local high school, has requested to be enrolled in a class titled "Auto Mechanics for the Future." Meeting with the counselor, she is informed that she must take a preliminary test to fully determine her level of proficiency prior to entering the program. As a result of the test, she is advised of the following:

1. Her level of proficiency does not qualify her for that particular class.
2. She will be assigned to a class in the beginning auto mechanics specifically designed for females, where practical application is limited.
3. Since she is not taking the class as a preparation for a future occupation, the beginners class will serve her purpose.
4. She is pregnant, and working around cars may be injurious to her condition.

An incidental investigation of the process determines that male students need not take a proficiency test to qualify for this particular class because they have "natural" mechanical ability.

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1. What are the issue(s) involved in this case study? (Specific Issues)
2. Who should be concerned about these issues? (Area of Concern)
3. Who will benefit if these issues are resolved? (Target Population)
4. What might be some of the anticipated results of this study? (Projected Outcomes)
5. What are some of the barriers to be overcome to resolve these issues? (Constraints)
6. What activities are needed to obtain positive results? (Action Steps)
7. What strategies for change might be most effective? (Change Strategies)
8. What evaluative techniques might be used to determine the effectiveness of the change strategy? (Evaluation)

CASE STUDY G

The Curriculum Committee of Rockridge School District has been assigned the task of implementing a project designed to upgrade the library program in each middle school. As a direct part of this project, all library books are to be evaluated for compliance with the legal requirements concerning the effects of racism and sexism in library books. The project calls for an in-service workshop for this committee on how to evaluate library books and what to look for to avoid racist and sexist practices that may be evident in some library books.

The librarians on the committee object to the racism/sexism criteria for eliminating certain library books and declare that many classics and reference books would automatically be eliminated because they were written long before the discrimination regulations were written.

The school administration concurs with this objection and many racist and sexist books are left on the shelf.

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1. What are the issue(s) involved in this case study? (Specific Issues)

2. Who should be concerned about these issues? (Area of Concern)

3. Who will benefit if these issues are resolved? (Target Population)

4. What might be some of the anticipated results of this study? (Projected Outcomes)

5. What are some of the barriers to be overcome to resolve these issues? (Constraints)

6. What activities are needed to obtain positive results? (Action Steps)

7. What strategies for change might be most effective? (Change Strategies)

8. What evaluative techniques might be used to determine the effectiveness of the change strategy? (Evaluation)

CASE STUDY H

Staff development and in-service training have been mandated for all teachers and administrators in the Twain School District during the new school year. A committee of administrators and teachers has been appointed to design the types of in-service training to be provided, the goals, the objectives, and a timeline for implementation.

Subcommittees in the instructional areas of English, social science, mathematics, and science have been formed. One of the suggested objectives for each discipline is to provide for a nonsexist learning environment and to implement sex equity in all instructional programs. Additionally, it is suggested that the social science area include women's studies curricula and programs.

One of the subcommittees immediately serves notice that sex equity and women's studies programs will assume a low priority in their instructional planning; essentially, the purpose of the in-service program should be to provide subject area expertise for all, with skill development as the major priority. Simply stated, the community and the colleges are looking to the schools to provide knowledge and learning in the Three Rs and sex equity in the curriculum can be taught after the Three Rs are firmly rooted in the attitude and behavior of teachers.

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1. What are the issue(s) involved in this case study? (Specific Issues)

2. Who should be concerned about these issues? (Area of Concern)

3. Who will benefit if these issues are resolved? (Target Population)

4. What might be some of the anticipated results of this study? (Projected Outcomes)

5. What are some of the barriers to be overcome to resolve these issues? (Constraints)

6. What activities are needed to obtain positive results? (Action Steps)

7. What strategies for change might be most effective? (Change Strategies)

8. What evaluative techniques might be used to determine the effectiveness of the change strategy? (Evaluation)

CASE STUDY I

Dr. Maria Sanchez, the Media Director for a medium-size high school district, recently returned from the national Audio-Visual Association Conference where she attended a two-day workshop on sex-role stereotyping. Upon returning to the district, she decided it was essential that all materials (print and nonprint) be reviewed immediately and that new materials be purchased to replace those that were sexist in content. She involved several of her coordinators as well as librarians from the district to assist in the evaluation process. It was discovered upon completion of the review that more than 70 percent of all print and nonprint resources in the district learning center were sex biased in some way. She immediately set a meeting with the Assistant Superintendent for Finance at the district level to discuss her findings and to request funding for the following year's budget. She was told that there were no monies available this year or next year for the purchase of such materials, particularly since compliance with Title IX did not include textbooks or other curricular materials.

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1. What are the issue(s) involved in this case study? (Specific Issues)

2. Who should be concerned about these issues? (Area of Concern)

3. Who will benefit if these issues are resolved? (Target Population)

4. What might be some of the anticipated results of this study? (Projected Outcomes)

5. What are some of the barriers to be overcome to resolve these issues? (Constraints)

6. What activities are needed to obtain positive results? (Action Steps)

7. What strategies for change might be most effective? (Change Strategies)

8. What evaluative techniques might be used to determine the effectiveness of the change strategy? (Evaluation)

CASE STUDY J

A recent school district reconfiguration of grade levels has resulted in teachers and students receiving textbooks that are 10 to 15 years old for use as the only text available in many classes. Most, if not all, of these books are terribly racist and sexist. Unfortunately, the district cannot afford to buy new texts, for the cost would certainly exceed $1,000,000.

At several board meetings, students, teachers, and the community protest the use of these texts in the classroom, not only for the racist and sexist stereotypes, but for the outdated information contained in the texts.

Finally, the school board decides to authorize the purchase of $10,000 worth of media materials to be used in the classrooms as a supplement to the outdated racist and sexist materials. Furthermore, they recommend that the school district avail themselves of outside consultants to assist teachers in the selection and use of these materials. And, finally, the board suggests that the public library and the school media library could be a source of providing additional materials.

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1. What are the issue(s) involved in this case study? (Specific Issues)

2. Who should be concerned about these issues? (Area of Concern)

3. Who will benefit if these issues are resolved? (Target Population)

4. What might be some of the anticipated results of this study? (Projected Outcomes)

5. What are some of the barriers to be overcome to resolve these issues? (Constraints)

6. What activities are needed to obtain positive results? (Action Steps)

7. What strategies for change might be most effective? (Change Strategies)

8. What evaluative techniques might be used to determine the effectiveness of the change strategy? (Evaluation)

CASE STUDY K

The Goode School District has been contacted by the Office for Civil Rights regarding a complaint filed by an individual on behalf of students and teachers charging sex discrimination in the following areas:

1. Male and female students are being segregated by sex in certain athletic events, e.g., track and field, golf, and bowling. (District response: The teams in each of these activities are separated by sex based upon the criterion of separate but equal.)
2. There are only two female coaches for 14 different athletic activities. (District response: Females do not wish to be trained to coach. We have asked them, but they refuse.)
3. Funding for the female basketball team and the male basketball team is not equitable. (District response: The male basketball team generates more money from its games; when the female basketball team generates an equal amount of money, then equity will prevail.)
4. Two new male sports and no new female sports have been initiated since Title IX was regulated. (District response: Girls are not and have not expressed an interest in starting any new activities.)

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1. What are the issue(s) involved in this case study? (Specific Issues)
2. Who should be concerned about these issues? (Area of Concern)
3. Who will benefit if these issues are resolved? (Target Population)
4. What might be some of the anticipated results of this study? (Projected Outcomes)
5. What are some of the barriers to be overcome to resolve these issues? (Constraints)
6. What activities are needed to obtain positive results? (Action Steps)
7. What strategies for change might be most effective? (Change Strategies)
8. What evaluative techniques might be used to determine the effectiveness of the change strategy? (Evaluation)

CASE STUDY L

Paul Chase and Louise Jones were department chairpersons for boys' P.E. and girls' P.E. respectively prior to the Title IX regulations. As a result of Title IX, both departments have been consolidated and the P.E. department has elected to select one department chairperson through the process of voting. When the voting is completed, Louise Jones is elected chairperson and Paul Chase immediately files a grievance charging reverse discrimination. The charges alleged by Mr. Chase are as follows:

1. The P.E. staff was intimidated by Title IX and therefore voted for the female candidate.
2. Mr. Chase has more seniority than Ms. Jones.
3. There are more boys in the school than girls; therefore, a male should head up the P.E. department.
4. The district is more interested in affirmative action than quality programming.
5. Mr. Chase has a major in P.E., whereas Ms. Jones has only a minor.

The school administration suggests that Mr. Chase and Ms. Jones share the chairpersonship, but the P.E. department objects to this arrangement.

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1. What are the issue(s) involved in this case study? (Specific Issues)
2. Who should be concerned about these issues? (Area of Concern)
3. Who will benefit if these issues are resolved? (Target Population)
4. What might be some of the anticipated results of this study? (Projected Outcomes)
5. What are some of the barriers to be overcome to resolve these issues? (Constraints)
6. What activities are needed to obtain positive results? (Action Steps)
7. What strategies for change might be most effective? (Change Strategies)
8. What evaluative techniques might be used to determine the effectiveness of the change strategy? (Evaluation)

CASE STUDY M

Millie Lawson and Jim White have applied for the recently announced position of Vice President at the Century Community College District. Both candidates have outstanding letters of recommendation, as well as reputations, and are finalists in the selection process.

The board of trustees interviews each candidate and schedules visitations to each of their former places of employment. Millie is represented as being witty, good humored, efficient, and a humanist in dealing with personnel. Her colleagues state that she is an excellent teacher and administrator. Jim is represented as being efficient, well organized, respected, and an excellent teacher and administrator. Jim is 43 and Millie is 51. The school trustees select Jim, as he is younger and will be able to withstand the pressures and tensions more than an older person will. The community, who also participated in the process, selects Millie, because of her background and experience, and because of affirmative action. The board of trustees appoints Jim and offers Millie the position of Assistant to the Vice President. Millie rejects the offer.

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1. What are the issue(s) involved in this case study? (Specific Issues)

2. Who should be concerned about these issues? (Area of Concern)

3. Who will benefit if these issues are resolved? (Target Population)

4. What might be some of the anticipated results of this study? (Projected Outcomes)

5. What are some of the barriers to be overcome to resolve these issues? (Constraints)

6. What activities are needed to obtain positive results? (Action Steps)

7. What strategies for change might be most effective? (Change Strategies)

8. What evaluative techniques might be used to determine the effectiveness of the change strategy? (Evaluation)

CASE STUDY N

Rushmore College of Education appointed their first female administrator, the Title IX coordinator. She established a Title IX advisory committee, which included members of the community, and began to review the college for compliance. Six months after her arrival, the Departments of Men's and Women's Physical Education were finally combined in the Department of Physical Education. It took only a brief review to observe that all the women physical education students were being counseled and advised by the female faculty, while the majority of male students were being counseled and advised by male faculty members. Upon further investigation, it was also discovered that all the advanced physiology and comparative anatomy classes were being taught by tenured male faculty, while the beginning-level, basic skills couses in physical education were being taught by the non-tenured female instructors. It was also evident that the proportion of professors across the board in all Departments of Education was male three to one. In the Department of Elementary Science the ratio was male six to one, while such departments as Educational Administration, Counselor Education, and Educational Technology had no female faculty.

Brought to the attention of the advisory committee, which included all seven deans of the university, moderate lip service to all duties and responsibilities was given, but little progress was attained toward equity.

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CASE STUDY O

Brown Senior High School has received notice that some of their policies and practices are not in compliance with Title IX. Namely,

1. Different dress and appearance standards for males and females:

Males	Females
a. No tennis shoes except for athletics.	a. No sandals except for specials as identified by the school.
b. No hair length below the shoulders.	b. No nail polish except on Fridays and for specials as identified.

2. Different code of behavior for males and females: Areas in the school have been set aside for smoking. Boys caught smoking outside these areas will be suspended; girls will bring their parents to meet with the administration.

3. Course descriptions:

   a. Bachelor Living
   b. Bachelorette Living
   c. Computers versus Man
   d. Being a "Female" Head of Household

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CASE STUDY P

Two male students present themselves at the try-out for cheerleaders at a local high school. They are told that these positions are for girls only. The boys initiate a complaint to the administration, charging discrimination. To avoid a scene, the administration permits the boys to try out, but insists their trial be done separately from the girls', so as not to stir up the student body. Neither boy makes the team! They advertise their plights in the local school news and the student body reacts by demanding that the boys be added to the team. The school responds by indicating a lack of funds to support two more cheerleaders. The dean calls the boys aside and counsels them that "cheerleading is really a feminine activity, and unless they want to be known as sissy-boys" they should not allow themselves to become involved.

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1. What are the issue(s) involved in this case study? (Specific Issues)

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CASE STUDY Q

A review of course descriptions and classes at Baker Vocational School indicates that all classes are open to both sexes. However, the plumbing apprenticeship program and the carpenters apprenticeship program are totally male. The school administration recognizes that the classes are male oriented, but maintains that it is not the fault of the school but of the unions, who do not recruit women for these programs. Since there are no women interested, the school feels that these classes are in compliance with Title IX.

Additionally, three of the large industrial plants that generally cooperate with the school in providing employment for students on the 4/4 plan have suddenly indicated a preference for males or females in specific job categories. The plants will accept only females for office responsibilities and only males for inside-the-plant duties. Furthermore, they have slated that if the school district cannot live within this regulation, they will not hire their students. The district accepts the contract, as to do otherwise would only hurt the students.

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CASE STUDY R

Twenty-four males and 22 females are scheduled to attend two accounting classes during the summer at Dillis Vocational School. As a result of California's Proposition 13, one class must be dropped due to the lack of funds to support two classes. The administration reviews all the applications and selects 18 males and 6 females to be enrolled in the one accounting class. Thus, 16 females and 6 males are left without a class.

The selection rationale and criteria for the approved students are stated: "Because of Proposition 13, jobs will be scarcer and scarcer. If any group of students is to be trained for a job, it should be the male breadwinners and single female heads of household. We made our selection from this group of students. These are the people who will need jobs more than married women and very young males, who can find other things to do. For the female students excluded from this particular class, we offer the following substitute courses:

1. Vocational Nursing
2. How a Woman 'Makes It' in the World of Work
3. The Changing Role of Women"

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5. What are some of the barriers to be overcome to resolve these issues? (Constraints)

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CASE STUDY S

The Faculty Association of a major university has recently published its first annual Faculty Salary Study. The results of the study indicate that at the professor level the average salary for males is $25,154, while the average salary for females is $21,175.

Immediately following the public release of the Faculty Salary Study, representatives of the Faculty Women's Association met with both the Affirmative Action Officer and the Provost. When asked how and when the inequities would be resolved, the Provost responded that the administration had found the Faculty Association report in error. He went on to say that the salary differences between the sexes were the result of qualitative data, such as publications and research, which could not be measured by any quantitative statistical analysis such as the Faculty Association report.

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1. What are the issue(s) involved in this case study? (Specific Issues)

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7. What strategies for change might be most effective? (Change Strategies)

8. What evaluative techniques might be used to determine the effectiveness of the change strategy? (Evaluation)

CASE STUDY T

Dr. Shirley Wong, Dean of Women for the past 15 years at a private, prestigious Southwestern university, is well known for her expertise and competency in counseling both male and female students, as well as for providing the effective administration of a student personnel program.

In a recent meeting with the board of trustees, the Vice President for Student Affairs was asked to justify the need for a student personnel administrative structure that provides a position for a Dean of Women as well as a Dean of Men. The board has asked for an investigation concerning the implications of this administrative structure for Title IX.

- -

1. What are the issue(s) involved in this case study? (Specific Issues)

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CASE STUDY U

The Commissioner of Education for the State Department of Education in a rural state has been notified by the Office for Civil Rights (OCR) that their self-evaluation was not complete. It was pointed out that internal concerns (employment, special schools, etc.) had been addressed in the self-evaluation process, but that the services to the field and their impact had not been included. Specifically, Section 86.3(c) of the Title IX regulations was cited as the part of the law which requires recipients to look at the ramifications of all policies and practices. It states:

> (i) Evaluate, in terms of the requirement of this part, its current policies and practices and the effects thereof concerning admission of students, treatment of students, employment of both academic and non-academic personnel working in connection with the recipient's education program or activity: (emphasis added)

The Commissioner referred the letter to the SEA Title IX office and they were charged with the responsibility of clearing up the matter within the thirty (30) days allotted.

- -

1. What are the issue(s) involved in this case study? (Specific Issues)

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6. What activities are needed to obtain positive results? (Action Steps)

7. What strategies for change might be most effective? (Change Strategies)

8. What evaluative techniques might be used to determine the effectiveness of the change strategy? (Evaluation)

CASE STUDY REFERENCE AND CROSS-REFERENCE

CASE STUDY	TARGET POPULATION	WORKSHEETS
A	Administration	1, 2, 3, 7, 11, 13, 14.
	Instructional Personnel	1, 2, 4, 5, 6.
	Media	1, 5.
B	Administration	1, 6, 7, 12, 13, 14, 17.
	Instructional Personnel	1, 4, 5.
	Community	1, 2, 6, 8.
	Counselors	1, 3, 6.
	Media	2, 5.
C	Community	1, 2, 3, 4, 5, 8.
	Administration	9, 12, 20.
	Counselors	1.
	Instructional Personnel	1, 5, 8.
	Media	2, 4.
	Students	2.
D	Community	1, 2, 7, 8.
	Administration	1, 7, 9, 11, 14.
	Instructional Personnel	1, 2, 5, 8.
	Media	2, 3, 4.
	Postsecondary	1, 7, 8.
E	Counselors.	1, 2, 6, 7, 8, 10.
	Administration	6, 12.
	Instructional Personnel	1, 2, 3, 6.
	Media	3.
	Students	1, 2, 3, 4.
F	Counselors	1, 2, 6, 7, 8, 10.
	Administration	6, 17.
	Instructional Personnel	1, 4, 9, 11.
	Students	2, 3, 4.
	Vocational Education	3, 5.
G	Instructional Personnel	1, 2, 3, 4, 5, 6, 8.
	Media	1, 3, 4, 5.
	Administration	6, 12.
	Students	10.
H	Instructional Personnel	1, 2, 4, 5, 7.
	Administration	12.
	Community	2, 6.
	Students	1, 10.
I	Media	1, 2, 3, 5, 6.
	Administration	17.
	Counselors	3.
	Instructional Personnel	1, 6.
	Postsecondary	1, 8.
J	Media	1, 2, 4, 5.
	Administration	14, 17.
	Community	6.
	Students	1, 10.
K	Physical Activity	2, 4, 6, 9, 11.
	Administration	1, 6, 7.
	Community	1, 2, 3.
	Counseling	2, 6, 9.
	Instructional Personnel	1, 2.

CASE STUDY	TARGET POPULATION	WORKSHEETS
L	Physical Activity	2, 4, 11, 13, 16.
	Administration	17.
	Counselors	10.
	Instructional Personnel	2, 5.
	Postsecondary	1, 8.
M	Postsecondary	1, 5, 8.
	Administration	1, 14, 15, 16.
	Counselors	8.
N	Postsecondary	1, 3, 7, 8.
	Administration	1, 6, 15, 18.
	Counselors	2, 6, 8.
	Instructional Personnel	4, 9.
O	Students	1, 2, 3, 4.
	Administration	13, 17.
	Counselors	2, 6, 9, 10.
	Instructional Personnel	1, 8, 9.
	Media	3, 4.
P	Students	1, 2, 3, 4, 9, 10.
	Administration	9, 17.
	Community	1, 3.
	Counselors	5, 6.
	Instructional Personnel	1, 2.
	Postsecondary	1, 2, 3, 8.
Q	Vocational Education	1, 3, 5, 8.
	Administration	6, 7.
	Community	7, 8.
	Counselors	2, 6, 8.
	Instructional Personnel	1, 4.
R	Vocational Education	1, 3, 4, 5, 8.
	Administration	3, 6, 7.
	Counselors	2, 3, 6.
	Instructional Personnel	1, 2, 5.
	Postsecondary	1, 8.
	Students	1, 2, 3, 4.
S	Administration	5, 19
	Community	1, 8
	Counselors	3
	Post Secondary	5, 6
T	Counselors	1, 5, 8
	Post Secondary	4
	Students	6, 11
U	Could apply to all samples	

CHAPTER VII
CONCLUSIONS

Throughout this book the message rings clear that there is really no substitute for personal effort if change is to be accomplished and if the movement TOWARD EQUITY is to be successful. One individual alone may not feel that the contributions of his or her talents could make a difference in the struggle to overcome the discriminatory and biased behaviors which continue to be so prevalent in today's world. These feelings of inadequacy can be quelled or reversed, however, if that person joins with others to form a united group and if that group skillfully implements a planned program of change which is designed to:

- strike at the roots of discrimination;
- productively serve each and all of the target populations so that changes, when made, are reflected in all people;
- be continuous so that the eventual assimilation of sex affirmative and sex fair policies, procedures, programs, and processes will be standard operating procedures for policy makers and administrators, teachers and support personnel, students and parents, and the public at large.

The questions remain, however, that if these statements are true, then why has the movement TOWARD EQUITY been at such a slow pace and so poorly received by so many? Review of the more than one hundred issues selected for treatment by successful Title IX advocates and cited in Chapter IV of this book reveals that almost every group feels that learning to deal with apathetic or even hostile groups is a critical needs area; that resistance to change is a viable constraint in over 80 percent of the cases; that sex equity is generally a low priority and that much time needs to be spent on awareness activities; that operating from a factual base and forcing empowered personnel to stop passing the buck is essential if changes are ever to occur; and that all people representing the nine different job/role categories (administrators through vocational educators) need to know how to be change agents. Thus, change is slow because there are not enough advocates actively donning the mantle of change agent. Further, those who do attempt to become an agent for change often avoid direct confrontation or lack the skills to avert it gracefully, water down efforts if the initial emotional impact is negative or profuse, and/or stop before changes occur because they feel the personal risk is too great.

This book cannot reverse these phenomena. This book can, however, assist the experienced and the inexperienced alike in better girding themselves with:

- an understanding of the evolution toward equity (Chapter I);
- insights into the three basic skills areas of change, networking, and evaluation (Chapter II);
- answers to the surface/generic questions about equity (Chapter III);
- a myriad of practical action steps which can be taken to resolve basic issues all groups dealing with equity must face (Chapter IV);
- sources for endless resources (Chapter V); and
- opportunities to put all that has been experienced/received into effect through application to real-life situations (Chapter VI).

Review of this text also reveals/raises other general conclusions which may be of interest to the reader. They are presented here in random order for contemplation.

1. There is a need to assist educators at all levels to recognize their important role as change agents.
2. One of the most effective suggested action steps consists of establishing and maintaining an ongoing community advocate or review committee to periodically peruse all policies, practices, and programs related to sex equity.
3. One of the most useful recommended change strategies chosen by participants was that of resource linkage, which provides for the development of a network to help review educational policy and practice plus monitor the progress made.
4. Some of the most common constraints listed by participants included administrative authorities' resistance to change, their fears, and their conflicting budget priorities.
5. Federal education agencies and foundations, State Departments of Education, Local Education Agencies, and education institutions must develop, implement, and evaluate multicultural, nonsexist experiences on a regular basis in the school setting if both the spirit and the letter of the law are to be met.
6. There is a continuous need to develop an understanding and appreciation for the complexity and desirability of America's pluralism by being cognizant of a variety of special populations (women, the disadvantaged, multicultural groups, the handicapped, etc.).
7. One of the recommended change strategies least chosen by participants who contributed to the content of this document was that of legislative intervention and directive/threat/confrontation.

8. Of the various types of change strategies recommended, most educators tend to choose in-service training as a viable tool for implementing change.

9. There appears to be a lack of positive press coverage concerning compliance successes.

10. There is a constant need to develop, acquire, produce, publish and disseminate sex equity instructional materials (print and nonprint) at all levels.

11. Most individuals feel alone in attempting to change policies and procedures.

12. Conflict resolution strategies can be taught and should become an important objective in the training of any change agent.

13. It is imperative that each person interested in promoting change learn to develop a variety of strategies and tactics for becoming empowered, personally. . . socially. . . and professionally.

14. Educators at all levels, regardless of status or position, need to become more aware of general strategies for effecting changes in human systems.

15. In order to fully appreciate and understand the complexity of planned organizational change, one must become more aware of the variety of change models available, skilled in their application, and capable of evaluating the progress made.

16. Although networking can become a very powerful and positive tool for creating a support system or bond between self and others, it is not without its own set of inherent dangers and potential negative effects.

17. Change agents operate in a variety of different roles (catalysts, solution givers, process helpers, etc.). These roles typically operate on a continuum and need not be viewed as mutually exclusive.

18. Case studies can be an effective tool for assisting change agents to relate actual change strategies to real-life situations. Re-analysis of proposed strategies for solution can often lead to the selection of yet better methods to resolve the issues inherent in the case under scrutiny.

19. The important components of research and evaluation are often overlooked in educational planning and change. Further, research, when attempted, has often taken the individual perspective and ignored the reality that most social inventions must ultimately be adopted by organizations and not by just a few individuals. Many times alternative strategies for change have not been adequately field tested.

20. Collaboration rather than competition can be a very effective model to ensure that relationships are honest and that individuals do care about each other, regardless of position or status. Taking time to build on the positive factors instead of the negative elements of any collaborative effort will prolong the effectiveness of coalitions and the retention of personal trust, will contribute to the eventual success of the effort, and will tend to solidify positive feelings for continued association.

Thus, there are many indicators of present and future needs, priorities, and solutions. There are challenges galore and points to ponder so that productive directions are pursued. Readers of this book may wish to use these general conclusions as a touchstone for conversation/dialogue or as an initial set of axioms to be debated/discussed.

One thing is sure. There still remains the quest for individuals who can make a difference. . . individuals and groups who can productively prod, push, persuade, propel, and pull others TOWARD EQUITY.

CHAPTER VIII
APPENDICES

On the following pages there is a listing of the participants at the CCSEE II conference held in San Diego in April, 1978. These successful sex equity advocates convened for the purposes of sharing their experiences in the area of sex equity; learning more about the skills necessary to actually succeed in helping in the hard-core situations; and contributing to the content of this book.

Needless to say, ideas abounded and the interaction was keen. People were somewhat frustrated, however, for the agenda was too crowded and the tasks too exhausting. Nevertheless, many of the ideas were captured and, treated by yet another group of skilled writers and advocates for the achievement of equity, are presented in this book.

The CCSEE II management team is indebted both to those who participated in the conference activities and to those who made the "miracle" of this book. Paper doesn't make the difference; PEOPLE make the difference. And people who put ideas on paper can help other people want to make a difference. The cycle is unending, the quest is ongoing, the goal is to move TOWARD EQUITY.

CALIFORNIA COALITION FOR SEX EQUITY IN EDUCATION - II

April 24-25, 1978
San Diego, California

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